

School Activities

The National Extracurricular Magazine

SEPTEMBER, 1957



Prom Royalty and Court—DuQuoin Township High School, DuQuoin, Illinois



Masque and Gavel Club Ball—Wichita High School West, Wichita, Kansas

New and Helpful Ideas for Sponsors and Student Leaders

THE CLEARING HOUSE

is the working partner of the principal

—but there's something
in every issue for every faculty member!

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For the Faculty: In addition to the reports on courses and teaching methods in various subjects, each issue contains articles of general interest to all in the junior and senior high school program. THE CLEARING HOUSE features and departments are written and presented with a sparkle that raises professional reading to the point of entertainment. . . Book Reviews, Audio-Visual news, Tricks of the Trade, and Comments and Opinions by our editors.

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School Activities

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As the Editor Sees It



Well, here we are again. But by no stretch of the imagination can we add the oft-quoted "at the same old grind," and for three good reasons: (1) This publication project is not the "same" from year to year because—as any sponsor recognizes in connection with her own responsibility—times, emphases, activities, equipment, participants, and writers are constantly changing; (2) Successful activities in the school are never "old" for the reasons indicated just above; and consequently no journal dealing with these activities can ever be "old" if it reflects them accurately; and (3) Helping to promote sensible purposes, principles, and activities can never be a "grind," it is always a pleasure. SO, here we are again, facing a different, a new, and a sure-to-be-refreshing experience.

Which brings us easily again to the weakest part of a school's extracurricular program—a failure to evaluate carefully its purposes, organizations, projects, activities, emphases, administration, financing, and all other details involved. In not a single one of these items can improvement or progress be made without evaluation. Which is another way of saying that an intelligent and continuous evaluation of each and every item concerned is absolutely necessary. Our theme song for this year—and every year—should be "Evaluate, Evaluate, We Surely Will Evaluate."

Incidentally, very few persons attending such a conference ever realize the enormous amount of thought and work it has demanded, the thousands of important elements which had to be considered and the hundreds of problems which had to be solved.

Even though the general program may be somewhat similar, in topics and emphases, to those preceding all of the other items—participants, leaders, arrangements, travel, accommodations, etc., are entirely different.

Obviously, wise planning for the next conference, to be held a year later, begins with the present one. This is as it should be. And this planning is built-around all "spots"—not merely the "low," but also the "middle" and the "high" of the present conference.

All the reports we have heard and read from the 21st Annual Conference of The National Association of Student Councils held last June have been highly commendatory. We knew that this would be the story because of the enthusiasm, intelligence, experience, and efforts of those responsible for it.

Too, our reports also paid high tribute to the Hosts—The New Mexico Association of State Student Councils, its officers, and its Executive Secretary, Mr. Ira A. Bogard, and the school and community folks of Roswell. Congratulations to all—organizers, promoters, programmers, sponsors, and participants.

Now, at the beginning of the year, is the proper time for the Assembly Program Committee to make a complete survey of the students and teachers of the school in order to discover talents, interests, and experiences which are suitable for public presentation, or which can be made so. There are plenty of these in any school—yours included.

In some schools, especially junior high schools, it is customary for student council members to wear pins, arm bands, or other insignia, often, though not always, on the day the council meets. If this practice brings student respect to the wearer and his organization, and a special feeling of pride and responsibility to the member, it is probably all right. However, if it tends to bring a sort of secret-society snobbishness to the wearer, or disesteem to the member and his organization, then it is certainly not all right.

A number which belongs on an early-fall P.T.A. program, and one which is very, very rarely there—a talk on football by the coach. Many younger students, many fathers, and nearly all mothers and other women have only fragmentary ideas about this game. And none of these know anything at all about the new rules and regulations that have come since last season. Making intelligent spectators should be a MUST in any athletic program.

Good luck for the year. And you'll have still better luck if you EVALUATE.

The debate topics to be studied and discussed during the current school year should arouse much interest and enthusiasm and promote extensive research.

"Should Foreign Aid Be Administered Through The United Nations?"

EVERY MAJOR WAR THAT AMERICA HAS FOUGHT has caused us to spend large sums of money in post-war periods of adjustment. This was true following the Civil War and World War I. It has been especially true during the last twelve years since the end of World War II. The United States has given about \$61 billion in aid to foreign countries since 1945, and some people are beginning to ask when we will be able to either reduce or completely eliminate this huge expenditure.

The importance of this problem of aid to foreign countries has been brought to our attention by the recent reactions of our citizens to continuing high taxation. Following a flood of mail demanding tax relief, Congress has started to react in favor of some change in our foreign-aid policy. It is the public reaction to continuing foreign aid indefinitely that prompted the selection of the general debate topic for the present year.

During the present debate season high school debates will be discussing: "What Should Be the Nature of United States Foreign Aid?" During the first semester debaters will discuss different proposed solutions for the general topic men-

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tioned above. Early in January the specific debate topic will be selected, and this official debate question will be used during the remainder of the school year. This article deals with only one of the possible final selections regarding the nature of United States foreign aid, namely, that it should be administered through the United Nations.

Although we cannot predict just what the final question will be, we do know that it will be one of the three following topics:

RESOLVED: That all United States foreign aid should be administered through the United Nations.

RESOLVED: That direct United States economic aid to individual countries should be limited to technical assistance and disaster relief.

RESOLVED: That United States foreign aid should be substantially increased.

Since we know the three topics from which the final selection will be made, we will present three articles in *SCHOOL ACTIVITIES* magazine pointing out the strengths and weaknesses of each topic. This article will deal with the proposal to have all United States foreign aid administered through the United Nations.

In order to give debaters an idea of the possibilities of this particular debate question, we will include definitions of the terms of this debate question.

"ALL UNITED STATES FOREIGN AID": The term "all" can be defined as "the whole of" foreign aid that is provided by the United States. There can be little doubt about the meaning of this part of the debate question. The affirmative must debate the advisability of giving all of our aid to foreign countries, economic, military, technical assistance, and disaster relief, through an established world agency which has been defined as being the United Nations.

This question, as worded, would not allow

Our Cover

The upper picture shows the Prom King and Queen and their court and attendants of the DuQuoin Township High School, DuQuoin, Illinois, before the pillars of a replica of an ancient Greek Parthenon. Junior and senior students enjoyed the formal occasion amidst the Grecian atmosphere—white pillars were set up against a frosty blue background. Such occasions, involving many themes and types of decorations, are popular in many high schools in the spring as the school term approaches the end.

The lower picture shows some of the costumed guests at the first formal dance of the school year at Wichita High School West, Wichita, Kansas. This party was sponsored by the Masque and Gavel Club and was a masquerade ball called "Gran Ball Masque." Shown in the picture, among others, are the faculty sponsor, costumed as the devil and the first-prize winner, the Jack-in-the-Box. Extracurricular activities are especially popular in this excellent school.

the United States to grant any type of aid to foreign countries in any manner other than through the United Nations. Even in the event of a catastrophe in some country such as an earthquake or a serious famine the United States would still be required to give foreign aid through the United Nations.

By the term "the United States" we mean the federal government of our country. Any aid given by a governmental body in this country must be given by the federal government and not by either a state or local government.

Gifts to foreign countries must now be provided by legislation enacted by Congress. All legislation that provides aid to foreign countries must be voted upon favorably by Congress and then signed by the President.

Such bills now provide the administrative machinery necessary for the federal aid to be properly administered. In the past the actual administration of the foreign aid program has been a duty of the President, who has established the proper bureaus to handle this problem.

The President has always delegated this duty to one or more of the various departments or agencies of the federal government for the actual task of administration. If this proposal is adopted we would be forced to make a basic change in our system of administering aid to foreign countries.

The term "foreign countries" limits this debate question in a very important way. "Foreign" means outside one's own country, and when we add the word country we find that this means any country other than our own.

It should be remembered that this question does not state specifically that United States aid to foreign countries that is to be administered by the United Nations shall go only to countries that are now friendly to the United States. This question also does not limit the United Nations in such a manner that the U. N. could not give our money to Communist nations.

It is conceivable, under this question, that money given by the United States might be given to Russia or to nations that are under the direct domination of the Communists. In order to forestall such a happening the United States might designate exactly how all funds that we provide are to be allocated.

"**SHOULD**": The term "should" implies that the affirmative must advocate a change from the present system of administering the aid which we give to foreign countries. During a period of

almost 40 years we have been giving aid to foreign countries and we have always retained the right to administer these gifts.

From 1917 to 1945 there was no international body, of which we were a member, that could be called upon to administer foreign aid. We did not belong to the League of Nations, and so it would have been foolish to have suggested that we allow American dollars to be handled by a body to which we did not belong. Since the formation of the United Nations we have been a continual member and so the situation is different today than it was before the founding of the United Nations.

This term "should" makes it necessary for the affirmative to show that this change to a system of having "all United States foreign aid administered by the United Nations" is either desirable or necessary or both. It will be rather difficult to prove that this change is necessary either from a financial or a psychological point of view.

The real task of the affirmative will be to show that this change will be desirable. It is *not* necessary for the affirmative to prove that the United States will actually make this change and have all future United States foreign aid administered through the United Nations. If the affirmative can prove that the change should be made they will be able to establish their case in this debate.

"**BE ADMINISTERED**": The term "administer" means to manage or conduct as chief agent or steward. Under the wording of this debate question the United Nations would become the chief agent or steward of funds that the United States desires to give to foreign countries.

When the United States asks the United Nations to become the chief agent of this country in handling the aid that we desire to give to foreign countries certain rules of conducting this administration could be established by our government.

If, however, we make these rules and regulations so strict that the United Nations would become nothing more than a puppet in the hands of our Congress, it is doubtful if the United Nations would accept this duty.

"**THROUGH THE UNITED NATIONS**": This term defines the manner in which foreign aid is to be administered in the future. Instead of having Congress vote money for foreign aid and then establish a set of rules for the administration of these funds by the President, we would

have an altogether different situation. Under this proposal Congress would vote the funds and turn them over to the United Nations for administration.

While it is possible that this country would attempt to retain some controls over the way this money would be used, it seems certain that the United Nations would demand at least a measure of control over the way the funds would be allocated and the way they would be administered. If this plan is adopted the United States will certainly lose a certain measure of control over the allocation of aid to foreign countries.

It is a well-known fact that the United Nations is composed of most of the nations of the world. It includes Communist as well as non-Communist nations. Since the Communist nations have a certain amount of power in the United Nations they might make every effort to use the money given by the United States to further their own ends.

It is very doubtful if the people of the United States would be willing to give American dollars to be administered by a group that contains a number of nations that are definitely Communist in their thinking.

AFFIRMATIVE ARGUMENTS

In this section we will give three of the more important arguments that have been presented in favor of having United States foreign aid administered through the United Nations. The arguments will be italicized and a discussion of the arguments will follow immediately.

When the United States undertook the task of providing aid to foreign countries, we set ourselves up as being more important in world affairs than the United Nations. This condition has existed since 1946, and it has definitely weakened the prestige of the U. N.

Following the end of World War II most people in the United States were looking hopefully toward the day when we could count on continuing world peace. In fact, it was the United States that had the major role in the creation of the U. N. The irony of the present lack of prestige of the U. N. lies in the fact that it was also the United States that sandbagged the U. N. through the use of our system of foreign aid.

Since the end of World War II the United States has spent almost \$61 billion dollars on all kinds of aid to foreign countries. Although we helped to establish and subscribed to the principle of world cooperation to solve world prob-

lems, we jumped in and gave away all of this money without consulting the U. N.

Is it any wonder that most of the nations of the world no longer respect the U. N. when we in the United States do not use the U. N. to handle our financial dealings with other nations?

If the United States really desires to make the United Nations a great power for good in the world, we will see that all aid to foreign countries is administered through the U. N. If we adopt this policy, we will indicate by our actions that we trust this international organization.

By by-passing the United Nations as a body capable of administering aid to foreign countries the United States is forced to assume the entire burden of this aid and other countries are not paying their just share of the cost.

When the United States started the Marshall Plan, and later expanded our give-away program to include almost every nation in the world, we did so without the support of other nations. We started this give-away program and now we find that it is becoming too costly to be continued. We cannot call upon other nations to help bear the cost of foreign aid because it is really our project.

It is almost a foregone conclusion that many of the underprivileged countries will need aid if they are to develop their economies. The problem of aiding these underdeveloped countries is really a world problem, and not merely one for the United States to attempt to solve. If we allow all aid to be administered by the U. N., other nations will attempt to do their part in paying the bill.

Unless the United States is willing to surrender the right to administer aid to foreign countries to an international body like the U. N., we are doomed to continue to pay the entire cost of the foreign-aid program.

If we provide our share of foreign aid and allow the U. N. to provide the force to administer this money, it is entirely likely that other nations will be willing to assume their fair share of the total cost. The United States must make a choice between allowing the U. N. to administer foreign aid and then enlist the aid of other nations in paying this huge cost, or continuing to pay the entire cost.

The United Nations could administer aid to foreign countries in an effective manner since it already has both the staff and the administrative set-up to investigate need and to properly distribute needed funds.

If the United Nations has had any outstanding success, it has been in the field of administering technical aid, health and welfare aid, and other humanitarian efforts to aid underdeveloped countries. Programs to wipe out malaria in certain areas of the world have met with phenomenal success. Aid in developing agriculture in many parts of the world has also been outstandingly successful.

The United Nations has excellent facilities for administering the programs of the organization. In the first place, the personnel of the U. N. groups are usually natives of the areas where they will work. Such administrative personnel has an immediate advantage over Americans because they are acceptable to the citizens of the countries being helped.

United Nations workers also can be maintained in foreign countries at a much lower cost. In most cases they do not demand as much for either salaries or living costs as is the case with Americans. The financial saving that can be made in the cost of administration alone is enough to cause us to give careful consideration to the proposal to have all foreign aid administered through the U. N.

NEGATIVE ARGUMENTS

It must be remembered that even though the arguments that have been presented in favor of having all foreign aid administered by the United Nations may appear to be convincing, there are certain arguments against this proposal that are also very potent. Some negative arguments will be given below:

The American people would not be in favor of allowing the United Nations to administer United States foreign aid because we do not have complete faith in the U. N.

Even though the United States had a major role in the creation of the United Nations, it must be admitted that we as a people do not have complete faith in the United Nations. We have seen too many Russian vetoes, and are too well acquainted with the many tricks of the Communists to be willing to trust them to be fair in the administration of American dollars by United Nations administrators.

The American people have learned through bitter experience that the best way to make certain that American dollars that are sent to foreign countries are spent as we want them to be spent is to administer this spending ourselves. Most Americans feel that it would be foolhardy

to give our money to aid foreign countries, and, after giving this money, to surrender all power of saying how the money will be used.

Today American confidence in the United Nations is not very high. If we adopt a plan of allowing the United Nations to administer the spending of about \$5 billion a year in foreign aid, we will soon reach the point where the U. N. will have practically no support in this country.

If we allow the United Nations to administer our foreign aid giving, there is every possibility that some of our money will be allocated to Communist countries. The American people would not be happy about such a situation.

One of the primary reasons why the United States has spent about \$61 billion dollars on foreign aid since 1945 has been to stop the spread of Communism. Our government has not knowingly done one thing that would aid the spread of Communism.

With this solid record of opposing the growth of Communism at every point it should be clearly understood that we would never give any money to be administered by the United Nations if there is the slightest possibility that any of this money might go to Communist countries.

If the United States provides the funds to be administered by the U. N., and then these funds are allotted in part to countries under Communist domination, the people of this country would probably stop giving the money.

If we designate that our funds must be given only to non-Communist countries, then the United Nations would be in a position of only partial administration of this aid. If the United States wishes to be certain that none of our foreign aid will go to Communist countries, we must retain control over the administration of our foreign aid funds.

If we allow all United States foreign aid to be administered through the United Nations, we will no longer have any measure of control over the way our money will be used.

One of the most potent arguments that American governmental leaders have used to encourage our people to provide foreign aid is the fact that its use tends to stop the spread of Communism. When there is evidence that the Communists are aiming their propaganda toward the Middle East, we can counter with a program of foreign aid in the same area. The effectiveness of our entire foreign aid program is our complete freedom of action in administering these funds.

If the United States is forced to have all foreign aid administered through the U. N., we will lose this all-important element of control. It is doubtful if the U. N. would undertake to administer foreign aid if this aid is given for political reasons.

For example, the U. N. probably would be willing to administer a \$10 million fund to eradicate mosquitoes in Burma even though we have mosquitoes in many other countries. The selection of Burma for such a project would not be considered as being political. On the other hand, the giving of \$10 million to Iran, an area vital in the cold war with Russia, might be considered

as being given for political reasons.

If the United States attempts to dictate to the U. N. regarding the time and the place to give aid, some members of the U. N. will object seriously. If we make no stipulations regarding the country to receive aid and the amount to be given, our own citizens will not support the program. We are in a dilemma regardless of what we do. The best solution still seems to be one in which the United States retains full control of the administration of foreign aid.

EDITOR'S NOTE: This is the first of a series of three articles on the current debate question by a nationally known and recognized authority. Subsequent articles will be included in the October and November issues of SCHOOL ACTIVITIES.

You can depend upon youth to really get things done if they are given the opportunity; challenged to the extent of their abilities. "Don't ever sell them short."

Youth Serve Their Community

DO YOUR STUDENTS REALLY LEARN DEMOCRATIC PROCEDURE in school activities? Bloomington's youth told their social studies teachers *no*; and, moreover, they did something about it!

Bloomington adults said their children needed a new swimming pool, but the adults forgot to take youth into their planning. Youth asked questions the adult swimming pool committee found embarrassing: "Will colored students be permitted to use the pool? Should the country students help pay for the pool? Why must it cost so much?" And now the adults are asking: "What happened to the swimming pool drive?"

Such is the situation which gave rise to the Metropolitan Youth Council. The social studies teacher in their local organization, the Bloomington Citizenship Council, brought youth into their planning when they were discussing the question: "How can youth gain more practice in democratic procedures?"

Each social studies teacher brought two students to the teachers' meeting. The students listened in the beginning; then they began to discuss plans for youth taking a larger role in community affairs. The students continued to come to the teachers' meetings, and they brought other students.

Many plans were submitted, discussed, and rejected in the informal teacher-student discussions. Finally, Bloomington High School teach-

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ers, reported on the "Hartford, Connecticut Plan" of youth participation in community affairs. The Bloomington students became very excited for the first time, and they thought a similar plan might be initiated in their city.

The teacher-student meetings continued for over a year; then in the spring of 1955 a constitutional committee for a youth organization was appointed by the students who had been attending the meetings. The constitution was to be drafted during the summer months. Then in the fall of 1955 the constitution was presented to the social studies classes of the two high schools in Bloomington, and the constitution was adopted and immediately went into effect.

The Metropolitan Youth Council is a part of the regular classroom activity. The members of the council are delegates from the social studies classes of the two participating high schools, although a class may elect not to belong to the Council. Time is given in the social studies classes for communication to and from the council.

The adviser of the council is elected by the council from the teachers of the social studies departments. Extraclass sessions of the council

are held at least once a month after school hours in either the library or cafeteria of the schools.

Although as a functioning organization, the council is only two years old; it already has undertaken worthwhile community projects. Probably two of the outstanding activities of the group were the survey of the community to discover public opinion concerning swimming in Beanblossom Lake and the monthly selection of a "Youth Driver."

A survey of the community on using Beanblossom Lake for swimming came about as a result of the belief on the part of many students that Bloomington did not offer enough recreational facilities for young people. (As already pointed out, the adults of the community believed the youth needed more recreational facilities, but their approach was very different.)

There was a ban on swimming in the local lake, but the students wanted to determine if community feeling was also in favor of the ban. An "opinionnaire" form to be used in the polling was formulated by the council, and the technical process of dividing the city into sampling areas was also devised by the council. It was the individual members of the social studies classes that actually knocked on doors and secured the information for the council. The information secured on the survey was actually presented to Mayor Lemon by a committee of the council. Although the survey didn't decide immediately whether swimmers could or not swim in Beanblossom Lake, it was an important first step in resolving a public problem.

The Bloomington students became very concerned about the reckless driving they had observed among some of the teenagers in and around the schools, and the desire on the part of the students to do something about this problem resulted in a project of selecting a "Youth Driver of the Month." The technique of selecting an outstanding teenage driver shows concern with democratic procedure. A committee of five to seven members is appointed by the Metropolitan Youth Council to implement the project.

First, the candidates for the award are nominated through petitions.

Second, all the candidates are given written examinations—the committee using a driver education teacher as a resource person.

Third, the five candidates making the highest scores on the written test are asked to bring their

cars to school for a safety check. Fourth, the five candidates are given an actual driving test through the busiest part of town. (The candidates must successfully park the cars on the first attempt; they must observe all traffic rules; they must practice good driving courtesy.)

Fifth, an oral examination is given by the committee. (Sample questions: How much air pressure do you use in your tires? How often do you change oil? May we see your driver's license?)

Finally, the committee compares notes and reaches a consensus as to the best qualified candidate to be "Youth Driver of the Month." The local newspapers publicize the activity by running a story and picture about the current winner. This year the monthly winner is given a plaque; last year ten dollars was given to each winner.

At present, the council is concerned with the increase of juvenile delinquency in their community. The council decided they really didn't know much about it, and now the council is trying to find out more about the background and implications of the problem. In the last meeting of the council, a panel discussed juvenile delinquency with the students.

The panelists were men intimately connected with the problem: the director of the Christian Center for underprivileged children; a lawyer noted for his work with young people in the community; and the director of police administration at Indiana University.

Adeline Brengle, sponsor of the organization, had this to say about the Metropolitan Youth Council: "It has possibilities. The possibility of getting other adult groups to take young people into their planning committees seems most worthwhile to me. But a big problem is getting young people to stay on committees long enough to gain respect of the adults. Young people, like many adults, are impatient; they want immediate results."

The possibilities of the Metropolitan Youth Council are indeed great. It is an excellent organization for developing leadership. It is an excellent method for letting the community know what is going on in the schools, and it is an excellent method of letting the students know what is going on in the community.

The young people who participate in the Metropolitan Youth Council are seeing democratic procedures in action; they are learning

about group processes and about the responsibilities of democratic action. Today, not tomorrow, these young people of Bloomington have become active members of their community.

Do your students learn democratic procedures in school activities? Ask your students. They will tell you—if you give them a chance.

CONSTITUTION OF THE METROPOLITAN YOUTH COUNCIL

We, the youth of the Bloomington Metropolitan School System, in order to provide a means by which we may, as the youth of Bloomington, express our opinions on matters of mutual civic interest and to provide a medium through which we can work for the betterment of our community, do hereby establish this Constitution of the Bloomington Metropolitan Youth Council.

Article I. Council.

- A. One member shall be elected from each social studies class, grades nine through twelve, by a majority of students in that class, and shall serve from the time of his election to the end of the school year unless recalled during that period.
- B. The election of council members shall be held each fall not later than fourteen (14) days after the opening of school, the exact date to be set by the social studies departments. All classes without representation at any time during the year shall elect a representative for the remainder of the school year.
- C. In case of temporary absence the representative shall be responsible for choosing some member of his class to serve in his place.
- D. Vacancy in the council shall be declared when a member withdraws from the school system or fails to attend for three consecutive meetings without cause.
- E. The members of each social studies class may file petitions to become candidates for seats in the council, each petition to contain at least eight unduplicated signatures of the students in each class. Petitions will be submitted to and checked by social studies departments in each school one week before the election.
- F. The Bloomington Metropolitan Youth Council shall have two advisers elected yearly from a volunteer group of teachers to be listed by the social studies department of the two high schools. The teacher receiving the highest number of votes shall be adviser. The teacher of the opposite school receiving the next highest number of votes shall be co-adviser.
- G. All members of the council shall have an equal vote; the adviser shall vote only in case of a tie.

Article II. Officers.

- A. There shall be a president, a vice-president, a secretary, and a treasurer on the MYC, all to be elected by and from the council at its first meeting of the year.
- B. Duties of the President:
 1. Spokesman for council.
 2. Presiding officer.
 3. Appoint all committees.
 4. Ex-officio member of all committees.
 5. Chairman of executive boards.
- C. Vice-president's duties:
 1. He will work closely with the president.

2. The duties of the president will be assumed by the vice-president in the president's absence.
- D. Secretary—These duties shall be those usually ascribed to that office.
- E. Treasurer—These duties shall be those usually ascribed to that office.
- F. Appointed officers and their duties.
 1. Parliamentarian.
 - a. Shall be appointed by the executive board from the council.
 - b. Shall be at the service of the presiding officer in all questions concerning parliamentary procedure.
 2. News Correspondent
 - a. Shall be appointed by the executive board from the council.
 - b. Shall take stories of the council's actions to the newspapers.
- G. Officers shall serve one school year beginning immediately after election or appointment.
- H. No elective officer shall succeed himself.
- I. Nomination of elective officers.
 1. The candidates for each office shall be nominated by and from the council by a petition signed by exactly six unduplicated signatures of council members.
 2. The duplication of any signature on any two or more petitions for the same office automatically voids the entire nomination for that office.
 3. The aforesaid nominees shall have had their signed petitions on file with the social studies department of their school within five (5) days of the election of council members.

Article III. Executive Board.

- A. An executive committee shall be formed by the elected officers and the advisers.
- B. Its duties will be strictly administrative; all members of the executive board have an equal vote including the advisers.

Article IV. Meetings.

- A. Meetings shall be conducted in a manner according to parliamentary procedure as outlined in Roberts Rules of Order and as interpreted by the official parliamentarian.
- B. The first meeting shall be called by the chairmen of the social studies departments not later than thirty-one (31) days after the meeting of classes for the fall semester.
- C. Other regular meetings shall be at a time and place to be designated by the council, at its first meeting each fall.
- D. Special meetings may be called by the executive board; rules of regularly scheduled meetings shall prevail.

Article B. Elections and Qualifications.

- A. All matters concerning elections shall be handled by the social studies departments, or persons designated by them.
- B. Any social studies class member, grades 9-12, is qualified to vote for members of the council. For council purposes a class member is any student regularly enrolled in a social studies class, grades 9-12, or any student who, otherwise deprived of any opportunity to participate, is invited by a class to join in its deliberations and balloting on council matters.
- C. If members of a class become dissatisfied with their council member, a vote of confidence may be proposed by any member of the class. If the council member does not receive a majority of the votes of members present, a vacancy is declared.

Article VI. Amendments.

- A. Amendments to the constitution may be proposed by 10 per cent of the voters or 25 per cent of the members of the Council.
- B. The constitution may be amended during the school year by a simple majority of the voters provided that not less than 75 per cent of the voters participate in a regular election or a special election ordered by the council, and in which an amendment is proposed.

Article VII. Constitutional Revision.

At the last meeting of the school year the retiring president shall appoint a committee to consider a revision of the constitution. Its report shall take the form, if need be, of a rewritten constitution which will become effective when approved by two-thirds of the class at an election immediately following the selection of representatives for the new school year.

PETITION FOR DRIVER OF THE MONTH

I submit _____ Name _____ Address _____ Phone _____
to be considered for the High School Driver of the Month.
(To the best of your knowledge rate your candidate by checking the appropriate column opposite each item.)

	Fair	Good	Excellent	Know
COURTESY				
1. To pedestrians				
2. To other drivers				
3. To set an example for others				
DRIVING TECHNIQUES				
1. Passing				
2. Traffic situations				
3. Turning corners				
4. Following cars				
5. Braking				
LAW OBEDIENCE				
DEFENSE DRIVING				
1. Dimming lights				
2. Adjustment to conditions				
3. Use of signals				
4. Use of mirrors				

If you think there is a special quality which makes this person outstanding or if you have other reason(s) why you consider this person worthy of the Driver of the Month Award please note here. _____

I attest to the driving ability of the above candidate.
Name _____ Address _____ Phone _____

NOTE—Each candidate must be rated by six different high school pupils.

DRIVER OF THE MONTH TEST

Instructions: Read the following sentences carefully. In the blank space in front of each statement mark a plus (+) if the statement is true, and if it is false mark a zero (0).

1. The vast majority of our automobile accidents can be traced to mistakes made by the drivers.
2. The majority of high school girls are greatly impressed by the jerky, fast, and reckless driving of some high school boys.
3. Centrifugal force tends to shove the automobile toward the outside of a curve.
4. At 20 miles per hour the average driver can stop his car in less than 15 feet.
5. One of the cardinal principles of the good driver should be, "ride the accelerator into a blind intersection."

Read Directions: Read each of the following sentences carefully. Of the four alternatives presented at the completion of each statement, choose the best and write its number in the space at the left.

1. When driving at night, the eyes should be focused on the (a) approaching car (b) road directly in front of you (c) centerline (d) right hand side of the road.
2. The force with which a car travelling at 60 miles per hour would crash into a fixed object is the same as that with which it hits the ground when driven off the roof of a building. (a) 7 stories high (b) 1 story high (c) 9 stories high (d) 5 stories high.
3. The octagonal road sign means (a) rolling stop (b) reduce speed (c) resume speed (d) complete stop.
4. Most skids are the result of (a) fate, and can be prevented (b) too much speed (c) over inflated tires (d) mechanical defects.
5. The best rule for correct following distances is (a) one length for each 25 miles per hour of speed (b) 3 car lengths (c) one car length for each 10 miles per hour of speed (d) 2 car lengths.
6. In bringing a car to a complete non-emergency stop at speeds in excess of 30 miles per hour you should (a) depress the clutch and brake pedal at the same time (b) depress the clutch first and the brake second (c) depress the clutch and brake pedal together and then shift to neutral (d) depress the brake pedal first and the clutch later.
7. If application of the brakes at 20 miles per hour requires 44 feet to bring the car to a complete stop the required distance at 40 miles per hour would be (a) 88 feet (b) 132 feet (c) 75 feet (d) 100 feet.
8. When driving around a curve on a highway you should (a) accelerate at the beginning of the curve and apply the brake at the middle of the curve (b) slow down before reaching the curve, depress the clutch and coast around (c) slow down with the brake before reaching the curve and accelerate around it (d) slow down by easing off on the accelerator before entering the curve then accelerate after passing the half-way point.
9. You are driving on a snow-covered road and have to make a stop. The best thing to do is (a) slam on the brakes (b) put car in low gear (c) turn off the ignition and apply the hand-brake (d) pump the brake pedal.
10. The oil gauge indicates (a) the amount of reserve oil (b) the pressure at which the oil pump is pumping oil (c) the viscosity of the oil in the engine (d) how much oil is present in the universal joints.

Directions: Complete each of the blanks as indicated.

1. "Courtesy is _____."
2. The normal horizontal field of vision is approximately _____ degrees.
3. Control, _____ and _____ are the 3 C's of defensive driving.
4. A deadly poison always present in automobile exhaust is _____.
5. In driving through an intersection the driver should look to the _____ FIRST, then the _____, then the left.
6. Hot water from the engine is cooled in the _____.

7. "The _____ till _____" grip is the best for handling the steering wheel.
8. Pedestrians should walk on the _____ side of the highway.
9. The car can be stopped with the _____ brake better than with the _____ brake.
10. The basic meaning of the diamond shaped road sign is _____.

PETITION TO NOMINATE CANDIDATES FOR OFFICE, METROPOLITAN YOUTH COUNCIL

We, the undersigned members-elect of the Bloomington Metropolitan Youth Council, do hereby petition for the nomination of

as a candidate for the office of _____ of the council.

Signature _____	School _____
Signature _____	School _____
Signature _____	School _____
Signature _____	School _____
Signature _____	School _____

Presented this _____ day of _____, 195____ to
Room _____; Mailbox, General Office, Bloomington High
School, or Room _____ Mailbox, General Office, Univer-
sity School.

CERTIFICATION BLANK

I certify the election of _____ from
period _____ class as representative to the MYC.

Signed: _____
Date _____ Teacher _____

NOMINATION FOR COUNCILMAN OF MYC

We the undersigned members of _____ class
wish to place in nomination the name of _____ for
representative from this class to the MYC.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Date _____

Give this petition to the teacher of your class as soon as
you have eight signatures.

OPINIONNAIRE

(Not a matter of public record)

I, as an owner and user of the Bloomington Water
Company, have no objection to allowing swimming regu-
larly under supervision in Beanblossom Lake.

Yes _____ No _____

Water Subscriber _____

Address _____

Signature of person signing if other than above _____

Poll Taker _____

AUTHOR'S NOTE: This article shows and illustrates the good
feeling that can exist between faculty and students of high
schools within the same city (but which so often does not
exist); it further illustrates that youth can play an active
role in community affairs, if given opportunity to do so.

***Junior Red Cross First Aid training prepares youth to help eliminate accidents;
be equipped to help victims of accidents; eliminate loss of time; promote safety.***

First Aid Training

ACCIDENTS TO SCHOOL AGE CHILDREN are of concern to parents, teachers, and school officials. They are the major cause of school absences and fatalities in the 10 to 16 year age bracket. Every effort should be made to make our students aware of the seriousness of their accident problem.

One of the prime objectives of the Junior First Aid program is to make students conscious of the accident and safety problem. With proper training, a safer attitude can develop as information and skills are learned about caring for those injured in accidents.

First Aid can be taught to students of the junior high age as part of the Junior Red Cross program in the school. Many schools participate in these activities by preparing gifts and other articles for veterans and students overseas. The first aid phase of the program can be included in this valuable school activity.

HAROLD HAINFELD
President New Jersey
Teachers Association
Roosevelt School
Union City, New Jersey

Students with skills and information about first aid are valuable assets to their fellow classmates, school, and community. Eighth grade students at Roosevelt School, Union City, New Jersey, receive the fifteen hour Junior Red Cross First Aid course as part of their science-health course. It could be included in part of the health, general science, or physical education course. Over 500 certificates have been issued to our students by the North Hudson Chapter of the Red Cross during the past ten years.

The instruction is valuable in making students safety conscious. They understand the seriousness of the accident problem. Students



Receive Instruction

to do for common poisons and care for persons in shock. These four skills are life savers and require quick action to prevent the victim from becoming a fatality.

As first aid is the immediate and temporary care given to a victim of an accident or sudden illness, other skills and information must be taught as part of the first aid course. They learn to apply dressings and bandages, make and apply splints in an emergency, study about types of fractures and burns, and what to do in each case.

The students also study about transportation of the injured, and some emergency that may arise in the home or at play as poison ivy or oak, sunburn, blisters, boils, types of wounds, and how to take a person's pulse and temperature.

The course has additional value in that first aid information is taken home to the parents. Pamphlets prepared by the Metropolitan Life Insurance Company and Johnson & Johnson are distributed to the students for use in class and to take home. Copies of "First Aid" can be obtained free from your local Metropolitan agency or by writing to the School Service Department, Metropolitan Life Insurance Company, 1 Madison Avenue, New York City.

"Help Wanted," prepared by Johnson & Johnson, New Brunswick, New Jersey, contains helpful information as well as suggestions for home and care first aid kits. Their 16 mm. sound motion picture was recently revised to include the latest developments about the back pressure-arm lift method of artificial respiration. Film, also titled "Help Wanted," can be obtained for postage and insurance fee. Pamphlets for students are included as part of the material sent with the film.

"Non-Combat First Aid," prepared by the Army Signal Corps is filmed with typical military realism. It can be obtained from the Army

also become familiar with first aid procedures. As part of the course, they learn the pressure points, essential for the stopping of arterial bleeding; and the latest method of administering artificial respiration. They also study about what

Signal Officer in the Army area where your school is located. In the New York-New Jersey area, for example, is the 1st Army Headquarters on Governor's Island, New York.

Aetna Life Insurance Company has a number of first aid films that can be used to supplement First Aid instruction. These include "Safe at Home" which features and stresses home accidents. "Second Count" demonstrates the Nielson back pressure-arm lift method of resuscitation. They can be obtained from their Visual Aids Department in Hartford, Connecticut.

Your local Red Cross chapter can also help. The complete Junior Red Cross First Aid course is outlined in a booklet. The fifteen hours of student instruction fits well into a half-year health program.

Many teachers can easily qualify for the instructor's rating. During their undergraduate years or as part of the Civilian Defense program, many have qualified for the Standard-Advanced rating. An additional three hours is needed for teachers to get the instructor's certificate.

While the rating is not necessary for teachers to teach first aid, certificates can be issued only by teachers with the instructor's certificate. This has proven valuable to the students as they have been accepted by both Boy and Girl Scouts as the completion of requirements for the first aid merit badge.

With growing emphasis on civil defense, First Aid becomes an important part of the curriculum. Teaching First Aid in the Junior High School or Freshman year can be valuable in developing safer attitudes, provide valuable skills, and take valuable and useful information into the home.

Students Work for a Cause

SYD SALT

*Executive Administrator
Wayne Township Public Schools
Hasbrouck, New Jersey*

Members of the student body of Wayne Township Public Schools went all out to help fellow Hungarian students and their families. Each student spent a part of his Christmas vaca-



Ironing on the Job

tion to work on some job to earn money—all to be turned over to the Hungarian Relief Fund.

The students earned; and gave all they earned—more than \$1600—to the fund. Two students were selected to take the money to Washington, D. C., where Vice-President Richard Nixon accepted the money on behalf of the Hungarian Relief Fund. Some of the jobs pursued were washing cars, cleaning property, painting, making salads, baby-sitting, ironing, laundering, gardening, washing cider bottles, cleaning attics and garages, among many others. See article in a later issue for full particulars.

Among other things, efficiency in almost any publication depends upon the caliber of the filler used. Every effort should be made to make it the best.

Good To The Last Column Inch

"THIS LINE IS BEING USED TO FILL OUT THIS COLUMN." What would your reaction be to this if you saw it in your school newspaper? It might make you laugh or you might think that it is a stupid trick for the editor to play upon you, the reader. Whatever your reaction, let it be said that this line was used as a filler in a college newspaper!

Certainly, better filler material could have been found. Filler should not be taken lightly, as it apparently is by some school newspaper staffs. The quality of fillers should be on par with the quality of the other material in the newspaper.

It is certainly worthwhile to spend some time talking about filler. Some school papers can be found in which filler occupies so much space that a reader could mistake the fillers for news stories. Obviously, this is out of place. Filler cannot take the place of news stories or features. By its nature, it is not meant to do so.

Filler material may be only a sentence, but should never be more than a short paragraph. If a newspaper uses more than this often throughout, the editor ought to cut down the number of pages in his newspaper. He has neither the advertising nor the editorial material to warrant such a large paper.

Filler, then, should fill out a small space which has been left in a column because another story cannot be stretched to do so. The next question that arises is: what sort of thing should the filler contain?

In a sentence or short paragraph, the editor

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Milwaukee, Wisconsin

can hope to inform, entertain, or instruct his reader. Mostly he will entertain and inform. There is no room for subtlety in so short a piece. Thus, why not make the most of the space which you have, editor, and give the reader something of interest?

The importance of filler material to daily newspapers and weekly or monthly magazines is shown by the generous prices which they pay writers who submit items. Word rates are higher than word rates for longer material. If these publications recognize the value of good filler material, why shouldn't school newspapers?

School newspaper filler can consist of jokes and anecdotes, interesting facts about the school, significant proverbs or bright sayings and observations, promotional material, and possibly . . . possibly how-to-do-it items. The material which is presented should fit some kind of pattern, and should definitely be in tune with the season and the school schedule.

It is possible to collect many interesting facts about the school's history which are not generally known to the student body. These will arouse the readers and help build up a conception of what sort of past and tradition the school has. Presented week by week in the limited space available for a long period of time, will assure the editor that his readers will not tire of this information.

Such historical information can be collected from various sources about the school, including the school catalog (how many people read the account of the school's past?), from old issues of the school newspaper, from interviews with teachers who have been on campus for many years, or from other sources in the school library or the community newspaper's morgue. The material ought to be rewritten so that it is short, concise, and appealing to the students.

Jokes and anecdotes make good filler, although these can be overdone, and usually are. They should be chosen with a campus or young people theme, although other themes do have appeal. Certainly, nothing off-color will be used, and everything ought to have a fresh sparkle. No theme ought to be ridden too hard.

Significant proverbs and bright sayings and observations often attract attention. But here again, they should be fresh and be pertinent to the campus theme. Nothing is quite as uninteresting to read as a quotation which has been worked and over-worked and has no particular pertinence, anyway.

Promotional material, if printed in larger type has a place also. "ATTEND THE FRESHMAN HOP," "SUPPORT THE COMMUNITY CHEST," "DON'T BE A CAMPUS LITTER-BUG." All of these have a point and are worth calling attention to, if they fit into the space available. Notices of importance can be printed, too: "There will be a meeting of the newspaper staff at 7:30 p.m., tonight, in Room 311 of the Administration Building." But the editor should be careful and not be too generous, or he will be deluged with requests for space from various people and organizations.

Finally, how-to-do-its or hints which are useful to other students can be printed. Tips on how to study more efficiently, where to find important information, or how to get longer use out of school supplies, may be welcomed and read by the students. Of course, the editor would not print hints about cribbing or getting around various teachers!

Filler material ought to be collected at the beginning of the year, set up in type at the local printers, and held until it can be used. The items, whatever their nature, ought to vary in length—two lines, three lines, or five lines. They will not be arranged for upon the dummy sheets when the paper is made up, but rather will be inserted by the printer after the main stories have been placed on the page. He can then determine ex-

actly how many lines remain to be filled up. As the filler is used up, more can be collected and set up for future use.

However, the editor ought to see to it that the material used follows some consistent pattern. That is, if the newspaper is printing historical fillers, use them up before a new kind is brought forth. Or, if historical material is used on page three and jokes on page eight, follow the same pattern in subsequent issues. What the pattern is, itself, is not as important as the consistency with which it is followed.

A horrible practice, noted in some school newspapers, is to fill up columns with news stories which have been "stolen" from the local town paper by the printer, who finds so much space to fill up, that he can do nothing else.

The type is taken directly from the other newspaper's make-up. The stories, themselves, make no sense to student readers three or four days later when the school newspaper is distributed. This sort of patchwork shows the editorial staff has not been doing its job in getting enough news and planning its issue. If there is not enough news available, cut the size of the paper!

More permissible is running stories pertaining to student interests which are hand-outs from publicity or promotional agencies. Notices of scholarships and awards or new gimmicks for student living may have a place on page seven or eight, if news is short. These can be set up and held at the printers (if they are not very closely dated) until such a time as they are needed to complete an issue of the newspaper.

Fillers are important—no doubt about that. If they are attractive and varied, they can catch the readers' attention in themselves. They make the newspaper good to the last column inch.

But for gosh sakes, don't say: "This line is being used to fill out this column."



Just leave it to the students to know what they want and will enjoy and appreciate most in the way of assembly programs, social events, and other activities.

The Place of the Principal in School Assemblies

THERE SEEMS TO BE LITTLE DOUBT that one source from which the assembly in high schools arose was the custom, prevalent in early American colleges, of holding daily "chapel exercises." These exercises were largely devotional in nature but were also used by the head of the institution for such administrative procedures as making announcements and rendering "tongue lashings" for cases of wrongdoing.

The academies, and later the high schools, borrowed much from the early colleges. It was only natural that the "chapel exercise" was one of the activities inherited. It made the transition with little or no change and remained an administrative device where pupils and teachers were assembled each day for a formal religious exercise.

The same type program, found in the colleges, prevailed in the academy and later in the high school. It consisted of Bible reading, prayer, hymns, and announcements. The program was completely dominated by the principal. He read the Bible, announced the hymns, led the prayer, made the announcements, and administered sermonic and moralizing advice.

Later in the development of the assembly the faculty was admitted to partial responsibility for the program. There is little evidence, however, that this partial transfer brought about any profound change in the nature of the programs presented. Instead of the principal holding all of the spotlight, he shared it with members of his faculty and delegated to them some of the responsibility for giving advice and administering scolding. Local ministers with a moral lesson to impart were invited from time to time to take over the platform. That the teachers were any better qualified to give new values to the assembly period than were the principals seems doubtful.

By 1920, however, the assembly was becoming recognized as an agency quite different from that which prevailed prior to that time. True, its modification was at an uneven pace, characterized by numerous overlapping practices. Nevertheless, the religious motive began to decline, supplanted by a wide variety of objectives, and

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Tennessee Legislative Council
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the trend toward a pupil-dominated assembly program was in evidence.

As student participation in the planning, organization, and production of assembly programs increased, the principal retired more and more into the background. Those who work and write in this field generally agree that this is where he should be. They stress, however, that this does not mean abdication.

The principal retains the entire responsibility for administering and supervising the assemblies. The results of a nationwide study recently completed by this writer indicate that in this respect principals in our present-day high schools are in agreement with those who write on the assembly. Although feeling a definite responsibility for what goes on in the assembly, they are not dominating the programs.

To secure data on the role of the principal in the assembly practices in our present-day high schools, a questionnaire was administered to a random sampling of high schools in every state of the United States and the District of Columbia. The size of the sample in each state was five schools plus 1 per cent of the total number of public high schools in the state. Returns were received from 389, or approximately 81 per cent, of the schools polled in the study.

No attempt was made to stratify the sample of schools by size of schools or by grade combinations. To enable comparisons to be made, when deemed desirable, responses from the 389 schools were tabulated by size groups. The enrollments of the schools range from 36 pupils to 2,600 pupils.

PRINCIPAL ATTENDANCE AT THE ASSEMBLY

There is evidence that the principals of the schools in this study still feel a responsibility for what goes on in their assemblies. This seems evidenced by the fact that in 326, or 85 per cent, of the schools responding the principal attends each assembly. The percentage of schools in which this is done decreases as school enrollment increases.

More pressing duties may preclude the principal's attending all assemblies in the larger high schools. This may be especially true in many of the larger schools with enrollments above 1,000 pupils which must restage the same assembly program two or even three times in order to accommodate all students.

Attendance by the principal, however, does not necessarily mean domination of the assembly program. Data on the frequency principals sit on the platform during assembly programs in the schools studied show such domination to be absent in a large majority of these schools.

In only 8 of the 389 schools does the principal sit on the platform for all programs. Forty-six schools reported the frequency as "frequently," 217 as "occasionally," 11 failed to answer this particular question, and 107 respondents stated that the principal never sits on the platform during assembly in their schools.

PRACTICES REGARDING THE PRESIDING OFFICER AT ASSEMBLY

The principal is listed as the sole presiding officer in fifty-two, or 13 per cent, of the schools studied. The apparent discrepancy between this number and the eight schools in which he is reported to always sit on the platform may be explainable. In many of these schools he may introduce the program, turn the chair over to a student or teacher, and then vacate the platform. Such a procedure by the principal may be interpreted as "presiding" by many of those answering the questionnaire.

In 109 of the schools studied the principal presides occasionally but not as a general rule. It seems significant that 251, or approximately 64 per cent, of the schools studied give pupils the valuable experience of presiding at all or some of their assembly programs. This number does not include the fifty-four schools which stated that the presiding officer "varies with the type program."

There seems little doubt that many of these fifty-four schools give students this privilege which raises the percentage even higher. The student presiding most often at assemblies is the president of the student council. Second in frequency as a presiding officer is some student member of the group in charge.

The wide variety of practices in regard to the presiding officer, found in all the various size groups of schools, seems to indicate that there is no relationship between the size of the school and the person presiding at assembly.

PRINCIPALS SHARE RESPONSIBILITY FOR PLANNING AND ORGANIZING ASSEMBLIES

Literature on high school assemblies has long advocated extensive use of students in the overall planning and direction of the program. Student committees have been established to enable students to assume general responsibility for assemblies. Seldom in the past has the student committee been autonomous. Usually it has been guided and advised by the principal, the director of assemblies, or other faculty members serving on the committees. The principal usually serves as an ex-officio member of the assembly committee.

Despite the fact that in a few schools the principal may dominate the assembly committee and manipulate this group so that in effect he is doing the planning, the fact that a committee exists means that the principal has delegated at least partially the responsibility for organizing and planning assemblies.

In 203, or approximately 52 per cent, of the schools studied there is an assembly committee composed of teacher or teachers and pupils which has charge of arranging the schedule and coordinating the program. Practices vary widely in regard to the number of members and the ratio of pupils to teachers on committees in the different schools.

The most common practice is for pupils to outnumber teachers on the committee. In only twenty-two schools in this study does a committee exist in which the majority of the members are teachers. Thirty-four schools have committees composed of pupils and a single teacher. Most likely this teacher is the faculty director of assemblies, or in some schools he may be the principal.

Sixty-three different combinations in the number of pupils and teachers were found on the committees. They ranged from three pupils and one teacher to thirty pupils and one teacher. The most common of the combinations was three pupils and three teachers and this was found in only eighteen of the 203 committees.

Not only are principals delegating much of the responsibility for assemblies to the above-mentioned committees but in many of the high schools of today his role is somewhat lessened by the presence of a faculty director of assemblies. Two hundred six, or approximately 56 per cent, of the schools studied reported having such a person.

It cannot be determined from the responses whether the teacher so designated is one who devotes all or a considerable portion of his time to the work, or whether he is simply a faculty member carrying an added burden. Regardless of the nature of his work, the fact that a majority of the schools in this study designate such a person seems significant. The larger schools, naturally, can best provide such a director.

Over 70 per cent of the schools with enrollments of 1,000 to 2,600 pupils have faculty directors of assemblies in contrast to 48 per cent of the schools with enrollments of less than 400 pupils. It would be well if these directors are persons of experience and training in the field of extracurricular activities and are vitally interested in the enrichment of assembly programs.

THE ASSEMBLY AS AN ADMINISTRATIVE DEVICE

In earlier days, the assembly was more of an administrative device than it is today. The principal of the school usually took advantage of the gathering to announce and comment upon the events of the day or week. Today the tendency is to use the bulletin board, home rooms, and public address system for announcements in a large number of high schools.

This study, however, revealed that announcements during assembly are still made in an ex-

tremely large number of the 389 schools in this study. The answers to the question, "Are announcements made during the assembly?" were: "Yes," 320, or 82 per cent; "No," 69, or 18 per cent. No attempt was made in this study to determine who makes the announcements. Quite possibly, many are made by students and many may often be related to the program which is being presented rather than to any particular administrative problem.

SUMMARY

From the earliest stage, when the programs were of a religious and moralizing type and were dominated by the principal, the high school assembly has evolved into an activity which is characterized by an extensive use of pupils in the organization, direction, and presentation of the program. The principal, although remaining in the background, feels a responsibility for what occurs in the assembly.

In general he attends all assemblies, takes charge of some from time to time, has adopted the democratic approach of giving pupils and teachers the joint responsibility for planning and production, provides many pupils an administrative type training by allowing them to preside at assemblies, and in many schools finds his assembly role lessened by the presence of a director of assemblies.

Student participation in clubs promotes confidence and ability in planning, discovering, solving, arriving at decisions democratically—good citizenship.

School Civic Club Activities

A CLUB FOR CITIZENSHIP EDUCATION was brought up by our principal at a faculty conference early in the school year. He described the club as something which could be used in conjunction with the curriculum areas of social studies and language arts.

The writer felt that the program had a great deal to offer so volunteered to be the group adviser. In order to be prepared for my work in guiding the club, I attended a series of orientation sessions, given by the district coordinator.

In planning the organization of the club, we decided that since this was a novel idea in our school, it would be more practical to organize my own room as the Civics Club rather than to begin by recruiting members from other classes. However, we decided, too, that a club selected from those who provided a cross section of the

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school population, which would include pupils from different age, grade, and intelligence levels, would be the goal to aim for.

Further, we planned that after one or two problems had been dealt with in our class Civics Club, I would explain the aims and activities as well as the objectives of the Club at a faculty meeting in order to enlist the cooperation and understanding of the whole school. And in order to recruit members for a school-wide Club, the Civics Club's activities would be described at school assemblies, emphasizing that membership is open to volunteers from the upper grades.

At the orientation meetings with the coordinator, the following aims and objectives for the Civics Clubs were presented and discussed:

1. To develop an interest in school and community upon the part of its future citizens.
2. To give the pupils training in democratic practices.
3. To develop a fact finding ability and also show how facts can be used for constructive action.

The Club's activities were divided into three parts of a continuous program. The first part is the discussion phase where a problem is decided upon, analyzed, and discussed. Pros and cons are presented to allow introduction of varying views. The difference between facts and opinions are constantly evaluated.

The second part is the investigation phase in which information about the problem is obtained by the Club members in order to affirm or reject positions arrived at in phase one. Club members are encouraged to utilize various types of research material. Personal interviews are arranged and visits for information gathering are planned.

The third part of the program is the action phase in which activities are undertaken based upon the conclusions arrived at by the Civics Club.

Because practically none of the children had ever had any club experience of any sort, we spent quite some time discussing the organization of a group for various purposes. The children became familiar with such terms as chairman, motion, second, adjourn, nominate, minutes, etc. The first few meetings were devoted to teaching the class the many terms and meanings involved in parliamentary procedure and the reasons for a strict observance of the rules.

All this proved very beneficial and useful in our social studies units, especially tying in with the way countries are governed and how laws are made.

The Club elected a chairman, recording secretary, corresponding secretary, and vice-chairman. The duties of each were carefully explained to the entire club. After these affairs were settled, the Club felt prepared and ready to get under way.

The Club met once a week for one full period (45-50 minutes). After routine business was settled, the Club Chairman turned the meeting over to me as teacher-adviser and I proceeded to guide the group in its activities.

In order to keep the flow of ideas going, all suggestions were considered and listed on the blackboard. The following topics, among others, were mentioned:

Red Cross	United Nations
Juvenile Delinquency	Comic Books

The topic which was chosen by a majority vote was "Comic Books." In order to facilitate discussion and help the group direct their thoughts to the problem, we reworded the topic in the form of a question. After some discussion, we emerged with the following problem:

"Are All Comic Books Bad?"

Subsequent discussion, based upon such pertinent questions as the following, led to many spirited meetings.

1. Are comic books correctly named? Are they all funny?
2. Do comic books affect children's behavior? How?
3. Who should select comic books for children to read? Children themselves? Parents? Teachers? Comic Book Publishers?
4. Does reading comic books lead to juvenile delinquency? How? Which comic books?
5. Does justice always triumph in comic books? Should it?
6. Have you gotten any new worthwhile ideas from comic books? Any not worthwhile?
7. Have comics ever poked fun at other people's race, religion, color?
8. Do you believe all you read in the comics? Do some children?
9. Should all comic books be abolished?
10. What comic books would you recommend?
11. Should there be censorship of comics?
12. What might be censored in comics?
13. What is a good comic?
14. How can we recognize good comic books?
15. What can we do to see that they are available?

In group discussion an attempt was made to draw the shy children in by asking them whether they agreed or disagreed with the previous speaker, constantly trying to encourage all the members to participate. Of course, there always seemed to be a tendency for a few children to "hog the show."

It was found that the introduction of a magazine article or a newspaper clipping always helped when interest lagged. On several occasions children brought in comics for study and

analysis. Constant insistence upon the need to be good listeners led them to respect the rights of others. They discovered that more people spoke if there were fewer interruptions.

Going into the second phase of our problem, the class felt the need of further information concerning comic books. It was therefore proposed that we seek information from experts. How could we do this? Among other things we invited comparison with newspaper reporting. The children liked the idea and we prepared for two types of interviews. For this we chose two interviewers with conflicting viewpoints.

The first interview was held in a sixth year assembly with my class asking prepared questions of the interviewee. The audience was invited to participate and was very absorbed and interested. The interviewers took notes and at our next club meeting the summary and minutes of the previous (assembly) meeting aided in clarification of the problem. The children were becoming more critical of most comic books and we seemed to be approaching the time when we might be able to establish criteria for judging them.

The second type of interview took place in the office of a comic book publisher. A committee of children chosen by the Club, we met a representative of the publisher and the children interviewed him for forty-five minutes. This meeting was very satisfying from many points of view. The children learned much from this meeting. They gained an idea of the complexity of the problem and also of its importance to the community as a whole.

The committee was treated very cordially and graciously. They reacted in like manner and brought back an excellent report to the Club. The chairman of the committee introduced the members who gave their reports of the answers to their questions. The chairman supplied background material.

I was very pleased with the interviews but, because it was my first experience with this method, I made some mistakes. For example, my preparation of the children for the interview was inadequate. Each member of the committee should have been prepared with more questions. The selection of the interviewing committee might have been better guided. We left some children behind who would have been a credit to the committee and the committee was too large; instead of eleven members, there should have been seven or eight.

As a result of the discussions and investigation of the problem "Are All Comic Books Bad?" the group arrived at the following conclusions, which were listed on the blackboard, copied by the recording secretary, and then mimeographed by a committee:

1. Comic books are not new; they represent an old problem.
2. Because money for the comic books usually comes from the parents and since children read them chiefly at home, parental cooperation and re-education must be sought.
3. There is a great variation in the types of comic books available.
4. Some of the comic books are harmless and inoffensive.
5. A few are a good influence—but many, particularly "crime and horror" comics, are bad.
6. Comics like the "Classic Comics," "Walt Disney Comics," "Bugs Bunny Comics," have a good influence.
7. Many comics are printed poorly, are an eyestrain, and use bad language.
8. Many are misnamed because they are not funny. Comic means funny or humorous.
9. Self-improvement in reading will make children read fewer comics and more worthwhile books.
10. There should be some method developed to prevent the sale of bad comics to young children.

In the culminating phase of the group's discussion and investigation of comic books, the Club decided to undertake a series of activities to bring their findings and recommendations to the attention of the school and the community.

First, in order to enlist the aid of the parents, each child wrote a letter home explaining what we had done, incorporating in it the conclusions that the group had reached.

Second, the mimeographed conclusions were distributed to all the members of the faculty.

Third, the Club presented an assembly program demonstrating a typical Club meeting, at the close of which the conclusions were presented and distributed to the pupils.

Fourth, the corresponding secretary wrote a letter in the name of our Club to the Joint Legislative Committee to Study Comics, outlining the findings of the group.

The Civics Club was a definite aid to pupil participation in the school and community life. The pupils gained much in the way of engaging

in group thinking and decisions. They also developed willingness to assume responsibility in promoting the general welfare of the community.

The pupils learned that the school is an integral part of the local community, which in turn influences and is influenced by the larger community (City and State) of which it is a part. It helped to make them alert to community issues and also gave them a growing sense of responsibility as future citizens in a democracy.

The pupils developed the ability to think critically in attacking the problem of comic books. They were made aware of a situation which needed improvement and they took definite steps to improve themselves and the community.

Such techniques as parliamentary procedure, group and committee interviews, individual and committee reporting, are proving to be of great value to me in the areas of language arts and social studies. The use of the local environment in the educative process, as in the interview technique, can only lead to the improvement of school-community relations.

The principal of the school made the entire faculty aware of the Civics Club at the regular monthly conferences. In addition, I reported on our progress from time to time, stressing the value of the Club for other curriculum areas. On several occasions, the assistant principal sat in on Club meetings and was very helpful in his suggestions and criticisms.

In conclusion, may I reiterate that this was a totally new experience for me. As the children grew in planning, cooperation, judgment, and arriving at decisions democratically, I grew insofar as I helped them to do so. Club activities were participation in a real life situation, finding out, checking, discovering, solving, acting, all based on the children's present individual and social needs.

Centennial Follies Come to Pulaski

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Oh, to turn back the hands of time and to live in the "good old days,"—if only in song! That is exactly what the students and patrons of the Pulaski Schools did last spring.

Pulaski is a rural community of 450 people of German descent, located in the eastern part of Davis County in southeast Iowa. Their high school has an enrollment of 57 students, a faculty of five full-time teachers, and one part-time teacher.

The late summer Centennial Celebration sponsored by the Lions Club and the local businessmen served as a basis for the Follies production. Mrs. Ina Thompson, vocal music instructor, hit upon the idea that the "younger generation" might enjoy reminiscing and celebrating in their own way.

Costumes appropriate to the times should not be a problem. Many old ones used in the Centennial Parade in August were still "out of mothballs"—and if enough couldn't be found, others could be made to serve the purpose. And the bicycle built-for-two should not be forgotten—it surely would take one back to bygone days.

Old songs of yesteryear came to mind, but how could they be fitted into an act that would be interesting and entertaining? Immediately Mrs. Thompson's thoughts were concentrated on memorable storybook characters every child knows and admires—how about Tom and Huck? Why couldn't they be engaged in dialogue with appropriate musical numbers interspersed along the way? That seemed to solve the problem. So, a skit, "Down on the Mississippi," began to take shape as Mrs. Thompson jotted it down.

The action of the play began in downtown Pulaski when the gang met and exchanged greetings. Tom was annoyed that Aunt Polly's paint job kept him from joining the group. Huck appeared and reminded Tom of their date to go muskrat hunting, but no positive solution developed. So in an effort to sidestep their true responsibility, they planned to go into the entertainment business and become "big shots"—and gain the admiration of the gang.

Along came Becky, and she practiced her singing lesson, "Meet Me in St. Louis" for their benefit, only to find their remarks wholly lacking in sincerity. The next girl friend explained her mission as she sang "Oh, My Lover Is a Fisherman." "Happiness Street," and "Paper of Pins" fitted perfectly into the scene with the bicycle built-for-two.

And still another girl friend, lost on her way to the theatre, could not be persuaded to help with the painting; the only way she gained their help was by singing "Lady Moon," a theatre number for them.

The appearance of the star of Showboat, Jenny Lind, "With a Song in My Heart" re-kindled their desire to visit the theatre. And so the action ended with Tom and Huck ignoring Aunt Polly's orders to paint the fence, and attended Showboat instead.

Not to be outdone by "Tom and his friends," another group of students entertained with a floor show entitled "Scenes Through the Years." Pretty senior girls in pastel formals with honest-to-goodness bubbles made "I'm Forever Blowing Bubbles" really come to life. Another old-timer, "Let the Rest of the World Go By" provided familiar music for the next routine. (Don't get the idea that the pre-school children went by unnoticed—no sir-e-e. It was clowns with balloons for the small fry, and clowns with jokes for the higher-ups.)

The sophomore girls did a routine with "Hello, My Baby" and "The Cat Came Back." Guitar accompaniment added an old-fashioned air to "Red River Valley" and "Home on the Range" by the boys' chorus. A modern note crept in here in the form of an imitation of Elvis Presley.

Then back to the Gay 90's. "Dreaming," "On

a Saturday Night," and "Mary Had a William Goat" were the freshman girls' specialties. An old accordion solo came into being once again when its music sounded forth.

No entertainment from the past would be complete without a juggling act; five boys proved to be artists in this line.

No doubt, one of the favorite highlights of the evening was provided by five couples with "Put On Your Old Gray Bonnet," and "Let Me Call You Sweetheart." The costumes and music here provided a proper setting for the next number—the winding of the Maypole; many of the younger set had never witnessed this feat.

And finally, a magic act accompanied by "The Farmer in the Dell" brought all of us back to the present.

An interesting fact is that 75 characters took part in this program—48 from high school and 27 from junior high. The vocal music department is organized under the name of "Blue Noters." Their purpose in promoting such programs is to develop worthwhile talent, and at the same time to add to their treasury so that these students may participate in state music contests.

Schools are for the education and development of youth. Although adult leadership and guidance are necessary, students, too, can help formulate plans.

The Principal Looks at Student Council

ALTHOUGH THEY MAY BE "GOOD" IN APPEAL AND INSPIRATION, most of the addresses at the general sessions of student council conferences and workshops are NOT student council. This is so because these addresses are made by "names"—governors, legislators, judges, athletes, ministers, college presidents, and others who are rarely or never competent to talk about the student council. Here is a welcome exception—an address that IS student council, delivered by a competent high school administrator.

Several days ago as I sat in my office and pondered this topic which your president gave me to discuss, my mind went back over a number of years. More years in fact, than I dare mention. I thought of the school which I attended and the absence of all the present day student activities. It was a large school, but if there was such a thing as a student council, I

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Principal

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never heard of it during my stay in that school.

As I think of it, I feel that it was a good school, for I seemed to be well-prepared for my collegiate work after graduating therefrom. In thinking further about it, I feel that it was pretty much a principal's school. I knew the principal and had great respect for him—partly due to the fact that he took an interest in an orphan boy who was entering for the first time.

After graduating from the above school, it was several years before I again entered into the work of a high school. I began my career in a small high school and the pattern seemed pretty much the same as the one which I had left upon completing high school several years before.

There was no student council—the principal ran the school. He was the authority and we were the teachers with authority and the students were individuals over whom this authority was exercised. They had little to say, if anything, about how the policies should be in the school.

Those first several years of teaching during which there was no semblance of student participation were not pleasant years for me. Neither were they very pleasant for the other members of the faculty, nor even the administration.

We hear considerable comment today about the lack of control in our high schools as compared with "the good ole days." I should like to make a definite statement relative to this type of conversation. Generally speaking, the present-day schools so far as I am able to observe as compared with the schools I remember many years ago, have far greater control and much better conduct than they had years ago.

After several years in such schools without student participation, I moved, and for the first time I found that teaching school could be attractive and challenging. For the first time I felt that I was in a profession which had its compensations. For the first time I enjoyed my work. I might add that I have been able to maintain this same attitude ever since that move.

Perhaps it was a coincidence, although I am not inclined to accept it as such—that this was the first school where there was student participation in helping establish policies and carry on a relationship between the student body and the faculty and the administration. This was the first school where there was an organization known as a student council.

Since that time, every school I have worked in has had such an organization. I would not care to endeavor to administer a school without such an organization as the student council. I believe in it and I am wholeheartedly sold on its achievements from a selfish viewpoint if not from a professional standpoint.

A properly organized and administered council is of great assistance to the high school principal. Conversely, an organization which is not properly organized and supervised can add immeasurably to the problems of the high school principal.

At the risk of word getting back to my faculty, I should like to make an assertion which I have often made before, and perhaps if word does get back to them, it may be something they have already heard. I have often said, "Give me

the leaders of your student body and give them the proper information and supervision and let them supply the answers, then I'll take a chance on their answers being more nearly correct than the answers which might come from a high school faculty."

Now don't go home and tell your teachers that I said you were smarter than they are. You do have certain advantages that we don't have. We tend to get in a position where we have the answers and are not too receptive to ideas which make us change those answers, while you, we trust, have not reached the stage where you are not receptive to any and all ideas, and are willing to examine them carefully before coming to a definite conclusion. For that reason, I feel that your decisions will be wholesome and correct if the facts are presented.

In line with what I've just said, I should like to ask that you exercise great patience and forbearance in dealing with high school principals. After all, we are a bit difficult sometimes and only through your understanding patience will you be able to convince some of us that you might be able to give us some assistance. Some of us are still a bit hesitant about giving you any powers at all.

As one principal told me a few years ago, "We feel that it is best to keep you subjugated lest your youthful energy and ill-conceived ideas get us into hot water." Some of us have heard of your sloppy dress and your lack of respect for authority and we fear lest those selected to become members of a council will fall into such a category.

While in Washington recently, I read in the paper where the question of voting for 18-year-olds was being discussed in one of the Eastern states. The legislature turned the proposal down after a hearing mainly because the name of Elvis Presley was brought into the picture. His line of thinking, or at least his expression, was that youngsters who are not old enough to keep from becoming hysterical over this sort of spectacle certainly aren't old enough to exercise their privilege of voting. Of course, I think he was probably wrong.

I question anyone who has reached her 18th birthday is going to yell and scream upon the appearance of this most recent apparition which has come upon our entertainment scene, but you must understand that there are those feelings and they are very real, and it may take some time for us to realize that the majority of you people—

in fact, about 90 per cent of you are not problem children at all.

It is quite unfortunate that three to five per cent of our high school students and so-called "teenagers" get all of the publicity and it's too bad that anything newsworthy must be a negative sort of thing. I was very much pleased not too many weeks ago when the newspaper in our town decided that they would like to print some of the things that students did in the constructive way.

They wanted to tell of the fine things that were going on among the teenagers and among the high school students and that is an encouraging sign, because if we printed the constructive work that goes on with the students of high school age, there wouldn't be room for these few "incidents" which occur and which now claim all the headlines.

Now, I should like to become a bit more specific and discuss for a few minutes what may be some of our problems in common between the student council and the principal or administration. Any problems that arise come about because of a misunderstanding in the basic philosophy. In other words, what is the council for? We might even go back and ask, what is the school for?

That's a pretty good question to ponder and if we succeed in getting some kind of answer to that question, then the question of what a council is for will be a little easier to answer because certainly a council to justify its existence must have as its aims and objectives those things which help carry out the ideas expressed in answer to the question of what a school is for.

Most problems I have observed which come up in student council come up because the council has not answered the question properly as to what a council is for. Most problems come about because the council gets a distorted idea that their job is to criticize and correct. Many students get on the council with an ax to grind or a chip on their shoulder and feel that council is the place to take care of those personal matters. A basic idea of a council is that it is for some thing rather than against something.

Think on that for a moment, students, and when you go home, see whether that is what directs your thinking and your action. Are you *for* something, or are you being *against* something? I don't mean to imply that there are not times when you will want to speak up and perhaps question some policy and there is a way to

do that. We can still be against something and not be obnoxious.

I don't know how many of you follow the procedure that we do, but the council has a committee which meets with me once a week, most weeks—every other week some weeks, and bring to me the questions which have been discussed in order to get an explanation as to why something can't be this way or that way.

I find this a most wholesome situation, because I find many times the very things that students are most concerned about can be corrected very simply and easily and I haven't found them to be unreasonable in their requests and criticisms. So far at least, none of them have come to me and asked that we have a new principal.

The basic organization of our school is such that the principal is the responsible person in the operation of that school. He is the individual to whom the Board of Education looks when they care to have a job done or when they care to bring about some criticism of what is being done. I tell you this because occasionally, councils get a little bit off the track again and feel that their actions and their deliberations should not be questioned by the principal.

Now let us look at that veto for a moment in an intelligent way. Since the principal is responsible, he must be the ultimate authority in the operation of a school. I don't believe you would question that when you stop to think about it, so from the standpoint of the principal, the veto must be there. Now as to how he uses that is another question.

Any time it gets to the place where the actions of the council are continually vetoed by the principal, it would be my feeling that the council is no longer serving its purpose and should be disbanded.

I'm not saying it might always be the fault of the council, but so long as that principal is in charge and this condition exists, it is not a healthy situation.

May I point out that the veto is not only a device for protecting the principal, but to my mind it is much more of a device for the protection of a council. If a policy is passed and criticism comes about because of such a policy, the council is not always the one to share the burden of the criticism. If the principal allowed the policy to become effective, then it is his responsibility as well as the council.

I think of the veto as I think of the fire extinguisher which hangs in my office. I want it

there, but I hope I never have to use it. It is very much like an authority—there must be those who have the authority. But, as someone said long, long ago, that government is best which governs least, so I feel that authority is best or that administration is best which has to use the authority vested in it the least.

So, I think it is time that we buried this little bugaboo called the veto. I think it is time that as student council members and as principals, we establish a working relationship such as will bring the greatest good to the greatest number.

As students, as faculty members, and as administrators, we are all interested in the same thing—the education of the youth. So long as our paths remain parallel this education will be good. To the extent that their paths diverge from the pattern, the education may not be so good.

One of the things which always disturbs me most is the fact that there is often a chasm, a gulf, between the student body and the high school faculty and administration. Granted that there is of necessity a certain line of division due to the different age and different functions, the functions are not so different. To the extent that we can narrow this gulf between us and get on the same path or parallel paths, to that extent we'll be able to accomplish more in our chosen profession. To that extent will you receive a better education.

And now, may I extend my sincere thanks for the privilege of visiting with you today. It has been a real pleasure to be here. I trust that this meeting will be a source of inspiration to all of us and that we may all return to our respective schools with renewed vigor, with a new vision as to what student council can do, and may we along with that vision, have the courage and the will to get the job done.

The Student Council— A Functional Organization

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The Student Council should be a functional organization. With faculty aid and the ability of the sponsor to interpret and apply administrative policy, it can be.

Two requirements must be met, however,

before the council can serve creditably the students and the faculty.

First, the council must be allowed to plan in areas under its jurisdiction. This, of course, means that the areas in which the council can function must be defined, and that the council must be given some responsibility for charting its own actions under *faculty* or *sponsor* direction. To be more than an administrative formality, the council must be given intelligent, direct answers to plans which it submits for the approval of the administration. Nothing can dampen council spirit faster than the carelessness with which the administration may disregard council planning.

The second requirement is that the council must be ready and eager to accept the responsibility which comes under its jurisdiction. It is the duty of the council, not of the administration, to do the actual groundwork of its activities. It is the duty of the sponsor to see that the council carries out its functions. This, of course, calls for a great deal of cooperation between sponsor and council officers and of committee meetings in gradually pursuing a defined goal. Finally, it is the sponsor's duty to see that the council gains support by making sure the council comes up to administrative and faculty expectations.

A well-planned and well-executed project at Gladewater High School demonstrates the place the council could, and ought, to fill. In regular meeting the council decided unanimously to convert an old gymnasium into a Recreation Center. The go-ahead given by the principal asked for advanced planning prior to administrative action.

First, the council instructed home room representatives to discuss with their constituents the advisability of such a center. A list of games and types of equipment desired by the students was brought back to the council in its next regular meeting. Later a list which the home room representatives returned to their constituents asked each home room to vote for five each of activities and of equipment. The tabulating committee selected the ones having the greatest number of popular votes.

Approved by the principal, the results of this committee were passed to the floor plan committee. This committee printed the actual dimensions of the proposed recreation center and inserted the activities and equipment in proper areas on the floor plan, which was approved by the council and the principal.

Placing out "feelers" on the buying of equipment and the setting up of games, the administration now called for a plan on proper supervision of the center. The supervision committee recommended to admit students by membership card, to appoint six students from the council to aid the faculty supervisor, and to rotate students on this supervising committee every six weeks.

Meeting in special session with the administration, the council decided on a permanent student-faculty advisory committee to which the student supervising committee would be responsible and would carry its problems. The council retained the power to rotate the students on this committee.

Meanwhile, the administration bought a TV, provided for game tables and equipment, and opened the center. Part of the administrative stipulation was for the council to solicit funds to defray part of the administrative costs. The

home room committee of the council contacted sponsors individually to determine what their home rooms, clubs, or classes would contribute. More than \$70 was raised in a short time.

Actually, there are divided opinions on what the framework of the council should be. The writer personally believes the council should be functional, but that it should operate within an administrative orbit. From the administration comes the council's expressed powers, and to it the council should return its allegiance, for the completion of any council project bears the administrative stamp of approval.

The effectiveness of the council depends on how well the sponsor can interpret the policy and help the council plan within the administrative orbit. The faculty aid and guidance which the council receives through its home room representation depends, in turn, on how well the council responds to its expressed responsibilities. Both of these, however, will determine how functional the Council will be in a given instance.

Student leaders can be of much more value to their respective schools when they are specifically trained for the many duties for which they are responsible.

Organizing a Leadership Conference

LEADERS ARE *NOT* BORN; they are made. A leadership conference can help your school make leaders. Every year it is realized that students are elected to offices of their classes, clubs, and fraternities and that they have little or no knowledge of administering their offices efficiently.

For example, presidents conduct their meetings without parliamentary procedure; secretaries do not keep their minutes accurately; treasurers do not keep their reports correctly; committees do not function properly and do not meet their objectives. As a result, the school's over-all extracurricular program will not be successful. Student participation will decrease; financial losses in student activities will increase; and a general lowering of student morale will tend to undermine the entire program.

If successfully executed, a leadership conference will quicken and vitalize a new interest and spirit in extracurricular activities; promote an *esprit de corps* throughout the school; offer participants resources and a bibliography to improve group relations, organization technique, and leadership qualities; disseminate pertinent

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literature for group activities; bring together on a mutual basis the members of the student body, the faculty, and the administration; and give participants some practical information concerning the art of leadership.

Purposes of a Leadership Conference

1. To discuss the role of the leader.
2. To practice the principles of parliamentary procedures.
3. To standardize financial officers' reports and secretarial minutes.
4. To promote an *esprit de corps* within the group, class, or club.
5. To provide resources concerning the extracurricular program.
6. To develop techniques and procedures of group activities.
7. To gain more cooperation within the group.
8. To learn the techniques of publicity for the school's extracurricular program.

9. To explain the role of the faculty adviser in group activities.

10. To devise a system of evaluation of group activities.

Organization and Promotion. The conference may be conducted as follows: speech of welcome, keynote speech, panel discussion, workshops, and critique. A social hour may be held at the conclusion of the conference.

All persons who are in charge of these phases of the conference should be fully apprised of their purpose and responsibilities. It is suggested that their roles should be prepared and rehearsed before the date of the conference. They should be fully aware of group dynamics and group techniques so that they can handle their positions with ease, intelligence, and efficiency.

All students, faculty, and members of the administration should be invited to attend. They should be informed of the conference through the school newspaper, bulletin boards, and letters of invitation. Club officers and faculty advisers should encourage the members of their respective organizations to attend the conference. Of course, student and faculty leaders should be given an active participating role in the conference. A system of pre-registration would help to determine the number of people interested in attending the conference.

SAMPLE REGISTRATION CARD

Leadership Conference February 12, 1956 REGISTRATION CARD	
Name	
Organization	
Check the Phase of the program in which you are interested.	
I. General Session	
II. Panel Discussion	
III. Workshops	
A. Publicity	
B. President	
C. Vice-President	
D. Secretarial Officers	
E. Finance Officers	
F. Faculty Advisers	
G. Group Techniques	
IV. Critique	

By these cards the Registration Committee could learn which workshops will be overcrowded and which will be sparsely attended. Also, it could stimulate the attendance for the entire conference by placing these cards in the hands of as many interested persons as possible.

Committees. The following committees should

be formed to carry out the conference: Program, Publicity, Reception, and Refreshments. They should be coordinated by a general chairman who should serve as a liaison among the committees. Each chairman of the committee should request the faculty as well as the students to serve.

Activities. A possible program could be arranged as follows:

General Session.

Speech of Welcome—President of the Student Council.

Keynote Address—Director of Student Activities, Principal, or Dean of Students. In this speech the problems should be discussed and the possible solutions could be mentioned.

Suggested Workshops.

The Leader—His attributes, the extent of his authority, and the obligations to the group.

The Vice-President—His role in and responsibility to the group and his knowledge of parliamentary procedure.

Secretarial Officers—The duties of the corresponding and the recording secretary, the techniques of taking and recording minutes, the resources for secretarial officers.

Financial Officers—The acquisition, the expenditure, and the recording of student funds.

Public Relations—The methods of keeping students and the members of the faculty and the administration aware of the activities and the accomplishments of student organizations.

Faculty Advisers—The extent and the role of the adviser's participation in organizational activities and his responsibility to the group and to the administration.

Parliamentary Procedure—Its values, use, and dissemination.

Group Cooperation—The techniques of increasing and maintaining membership and the ways of changing "joiners" to "doers."

A SAMPLE SUMMARY OF THE WORKSHOP ON THE LEADER

The Leader—His attributes, extent of his authority, and the obligations to the group.

Attributes of an Office Holder.

1. Should be able to instill spirit in the group toward the accomplishment of the objective.

2. Should be impartial to all persons.
3. Should have a personality which will aid in getting the job done.
4. Should possess an energetic character and have an interest in the organization.
5. Should gain the respect of all the group members.
6. Should have the intelligence to control and cope with the problems of the organization.
7. Should have diversified interests aiming at a well-rounded character.
8. Must have the ability to communicate orally.
9. Must dress accordingly.
10. Must be tactful in his contact with the group.

Duties and Obligations of the President.

1. To preside at meetings.
2. To have a carefully prepared agenda and knowledge of the material to be discussed, if possible.
3. To know the organization in regard to history, purpose, and functions.
4. To appoint committees so that the whole group works.
5. To outline carefully a man's responsibility.
6. To follow up and check work.

The problems in student organizations discussed at the workshop were in three main areas: selecting committee members, the idea of transferring enthusiasm from the outgoing group to the incoming group, and creating interest in the members so that they want to work for the organization. The conclusions to the problems in these areas are as follows:

Selecting Committee Members.

1. Allow the chairman of the committee to pick his own working members.
2. Select men at a formal meeting by observing who is interested during a discussion.
3. Ask the men if they would work on a committee before a regular meeting and at that time try to inspire them.

Transfer of Enthusiasm.

1. Give the young members in the group some minor job in the beginning to create interest and to observe their capabilities.
2. Have the senior men give the young members responsibility in order to orient them in the organization.

Interest.

1. Have as large a group as possible working so that interests in the organization may spread.
2. Create interest before a formal meeting

by speaking to several members about a particular issue.

3. Attempt to draw the opinions and the ideas from the group in order to develop a feeling that they have contributed.

Evaluation. An effective means of evaluating a leadership conference is to issue a suggestion and evaluation card to each person who attends the conference. The questions to be answered can be similar to the following:

1. What suggestions do you have toward improving the panel discussion?
2. What is your opinion of the particular workshop you attend?
3. What, in your opinion, would have improved the conference?

A committee should be appointed to collate the comments which are made on the cards. These should be discussed in a critique so that all suggestions could be applied to the next leadership conference.

A brochure can be prepared by mimeographing all correspondence; summaries of the panel, the workshops, and the critique; copies of the speeches and the program. Also, it should include snapshots of the student leaders, the faculty, the general session, the panel discussants, and the workshop groups and leaders. As a valuable resource, it should be distributed to all student leaders and faculty advisers.

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Editorial Work is Exacting

RACHEL GERARDI
442 Westminister Place
Lodi, New Jersey

Would you like your high school newspaper to become as important to the student body as the daily paper is to the Wall Street broker? It can, if you are ready to undertake the work that makes it so.

The first thing that is needed is a group of curious students who are not afraid to seek out sources of information. Our journalism teacher once told us a story about Johnny, one of the cub reporters on the school paper. Since Johnny had failed to return from school at the usual hour, his mother started out to look for him. She found him several blocks from the school, perched on a limb of a tree. When questioned about his strange behavior, Johnny replied, "Gee, Mom, I'm just hunting down a scoop and this is where it led me."

You don't have to go out on a limb to get a story, but if you want to be a reporter you must apply a great deal of initiative in finding newsworthy material. Just as one fits the pieces of a jigsaw puzzle together, a reporter must be able to recognize possible news sources and trace each piece of information until he fits it all together into the complete story.

I can still remember one of my first news stories and how I learned the importance of timeliness from it. The Junior Chamber of Commerce in our town had decided to run a beauty contest as a publicity technique. Each store belonging to the chamber allowed its customers to vote for one of the girls in the contest. The only stipulation was that the individual had to purchase merchandise before voting.

Our paper took this opportunity to publicize the event because it appealed to both the students and their parents. In return, our sales increased and we received ads from the stores which we had publicized. This taught us that the general appeal of a story is also very important.

Another important lesson that the school journalist learns is that in writing the first, or news, page, he must omit any injections of personal opinion. If he slips up on this, he is guilty of a practice known as editorializing. I shall never forget one sentence I wrote about a faculty member. I commented: "Although Mr. Z. is one of our newest teachers, he is known as a regular

guy among the students and has secured great popularity." This phrase came back marked "taboo." I soon learned that news stories must contain only verifiable facts.

I solved my problems of editorializing when I began writing feature stories. In these stories one is permitted to use his imagination and "unique" style of writing as he sees fit. Feature stories supplement news, entertain, explain, amuse, invoke sympathy, or simply inform the reader about certain events. In this story, the lead (the first paragraph which usually answers the questions who, what, when, where, why, and how) can be unorthodox.

The personality sketch is an example of a feature story. The personal interview is often the best technique to use in writing this type of story. For instance, I once wrote a story on a girl who had just arrived from France and was going to our school.

Another source for a feature story is the student poll. Any question that is pertinent and directly related to the student body should receive an interesting response. For example, one of our questions asked, "What should we do to get a better turnout at extracurricular activities?"

In reference to pictures, a picture pertaining to the main news story should be featured on the front page. If the main story concerned the dramatic club, a picture of several members could be taken.

Since it is only natural for people to find fault, the editorial page can act as an outlet for their complaints. These editorials may offer suggestions for the reformation of certain events or review school productions and activities. Such editorials can act as a stimulus to generate action from the student body.

An example of this occurred during our senior year. At the last minute our principal had decided to call off our class formal because several boys had gotten into trouble. Many of the girls had already made elaborate preparations.

An editorial, which acted as a plea, presented the problem showing disapproval of the boys' actions but explaining the girls' hardships. The principal then had a discussion with several of the parents and reversed his decision.

Although men complain that it's a woman's world, this is not true on the sports page. Most of these stories summarize athletic events in which the school participates. These summaries are written in the same way as a news story.

However, human interest can be achieved by spotlighting one particular player or adviser. For instance, the coach could be the subject of a story which would reveal his experiences in sports.

But the writers of the stories are not the only ones who make the paper. Equally important are the members of the staff who work behind the scenes. When the stories have been handed in, each copyreader is assigned to a certain number of stories which he reads and corrects. He tallies the number of words at the end of the story. The stories must be typed before they can be given to a printer. Members of the editorial staff usually supply a headline or title.

The typed stories can now be sent to a printer.

There is nothing more exciting than seeing the "galley proofs" of the actual stories in print. The printer will also send back a blank newspaper sheet. The editorial staff pin the copies of the stories on the blank sheet in their proper place and again send it to the printer for publication. This is called a "dummy sheet."

A well-planned, timely newspaper can serve many purposes. It can create and express school opinion, act as a means of unifying the school, act as an outlet for student suggestions, increase school spirit, develop discriminating powers, and develop powers of tact and cooperation. Remember, your newspaper can be as good or as bad as you make it.

There would probably be a much larger percentage of drop-outs if it were not for extracurricular programs provided in the offerings of secondary schools.

Student Activities Prepare Youth for Life

IN CONSIDERING THE PLACE of student activities in the high school of today one is impressed by the outstanding development which has taken place in the activities program in the past twenty-five years. Paralleling the formal activities in the classroom and course of study is a vast array in athletic teams, assembly programs, musical and dramatic performances, student councils, and various club enterprises.

Arguments for de-emphasis have been directed at the activities program of the secondary school. The author believes that this program, when properly adjusted, is not over-emphasized. Just as civilization has developed from the blazing campfire to the polished hearth, so has education evolved from a purely scholastic curriculum to a program designed to develop the physical and social in addition to the mental well-being of the student.

The philosophy of education has been discussed and rediscussed by the great minds of all ages. Time was when the main function of the school was to instruct in the basic principles of mathematics, English, and history, and give little thought to other phases of development.

But times have changed! No longer does the school place sole emphasis on reading, writing, and arithmetic. This transition has been gradual—yet never ceasing.

Actually, the line between the curriculum and

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North Miami, Florida

extracurricular activities is so thin as to be almost imaginary. Student activities are considered so much a part of the curriculum that in many schools a special student activities period on school time is set aside for their use.

Probably the most common student activity in which students share in the responsibility of management, organization, and the establishing of policies of the school, is the student council.

The student council, as the legislative body of the school, offers the largest and most important area for student participation. It provides the student body with the chance to aid the teachers and administrators in the development of the total school program. The student council provides channels for the development and processing of good citizenship.

Another area of student activities is athletics, which includes football, basketball, track, baseball, tennis, golf, and swimming. These forms of activities give not only healthful physical training but also promote teamwork in addition to aiding the student in developing good qualities of fair play, self-control, and sportsmanship.

Still another area contains the social and club

activities of the school. This means dances, social gatherings, banquets, parties, service, and money-making projects. A medium is provided where students learn how to get along with people. These activities provide youth with a better knowledge and understanding of the work, and how to achieve socially acceptable behavior and fundamental skills necessary for good civic efficiency.

Such activities as school publications, public speaking, debating, dramatics, and musical activities make contributions to the educational and emotional interest of our youth. These activities are not classified as extracurricular in many schools because they are scheduled in the regular curriculum. However, in the small schools they are offered only in the extraclass program and provide many wholesome experiences.

Taking part in student activities helps a student to become a well-rounded person. These activities give all pupils a chance to take part in some organization. School publications, clubs, athletic groups, and other activities provide students with the opportunity to practice not only what they have learned in the classroom, but also those abilities of responsibility, sportsmanship, self-control, leadership, and how to get along with people. They develop student abilities and stimulate opportunity for vocational exploration and a great deal of creative thinking.

De-emphasis of extraclass student activities would bring a discouraging setting to the secondary schools of our nation. The schools of today are trying to prepare the youth to take their place in society and become good active citizens of the community.

"If the fundamental task of the school is to prepare children for life, the curriculum must be as wide as life itself," states Michigan Today, a publication of the state educational department, Lansing, Michigan.

In a democracy to which all Americans ever aspire, there must at all times be opportunities. We, who live daily with the youth of our land, are most conscious that growth in some form and direction is always in evidence. We know that children grow unevenly, but continually.

As girls and boys grow into the adolescent period, the psychological change awakens in them a conscious interest in themselves and in their own personalities. They think of themselves as adults, and they expect their parents, teachers,

and friends to recognize their inception into mature life.

It is the time of their lives when, with vigor, they seek to attain self-direction in their plans for a satisfying relationship with other young people. They want to belong to, feel comfortable with, and be accepted by the group of their own age.

In this self-conscious period it is the responsibility of the high school to provide opportunities for leadership and fellowship experiences. The secondary school is the only organization that enrolls as members all individuals of the teenage.

Approximately sixty-five per cent of the youth who enter the public school secondary level drop out before they graduate. Probably one of the most important reasons for this is the lack of interest. Life in a democracy demands that the citizen be educated. Surely a program including a wide area of interest and encouraging initiative on the part of the pupil will tend to hold these young people in school.

In any event, whatever the school program may be called, through careful management, adjustment and guidance, it must be built on the foundation of our belief and faith in our concept and interpretation of American Democracy.

Among The Books

HOW TO PLAN AND PUBLISH A MIMEOGRAPHED NEWSPAPER. A. B. Dick Company. The booklet is available on request from A. B. Dick Company, 5700 West Touhy Avenue, Chicago 31, Illinois.

A new booklet for high school students and editors of schools, clubs, and associations. Concise instructions on mimeographing and stencil layout and fundamental techniques of journalism are contained in the booklet.

Under production techniques, the reader is told how to mimeograph in color, produce original artwork and insert prepared illustrations, lay out two and three-column papers, and many other tips.

The journalism section discusses such topics as writing a news story, reporting an interview or press conference, filling the editor's chair, and developing news sources.

ASSEMBLY PROGRAMS

for October

The assembly program should look as natural as possible. Such appearance depends, first, upon naturalness of form of presentation. Formal talks do not always represent naturalness; often they represent stiffness and artificiality.

A typewriting contest, a dramatization of good manners in well-known settings, a conversation about some school tradition, a student council in session, a staged orchestral practice, a demonstration of resuscitation or bandaging in simulated accidents, or the explanation of some exhibits to "visitors"—these represent naturalness of form. And how much more attractive are they than mere discussion.

Naturalness of setting is also essential. A typewriting contest or a tumbling exhibition in a parlor would be incongruous, to say the least. A good setting often "makes" the playlet. In most schools not a great deal of scenery or equipment is available, nor is a great deal necessary. The use of a few appropriate decorations will hide almost any set of stage scenery anyway.

To illustrate briefly: for a Halloween program the stage may be decorated with "spooks," some of which may be set in action by the use of an electric fan in the wings or by jerked strings. Cornstalks, pumpkins, leaves and branches, and yellow-colored lights may be utilized. A campfire setting may be reproduced by pitching a tent, building a stage fire in front of it, and arranging a few common pieces of camping equipment.

A chemistry laboratory may be represented by a few bottles, jars, and other equipment; an office by a desk or two, a few chairs, a wastepaper basket, and a calendar. Other settings may be clothed in a similar simple but effective manner.

Some types of settings can be projected satisfactorily. Even where no special equipment is needed in the program, a few pieces of furniture, a plant or two, some wall decorations, rugs, etc., and the judicious use of stage scenery and drapes, will cover the "nakedness" of the stage and so make for a propitious setting.

A Typical School Assembly Committee

As training in organization and planning, each member of the Speech Department, who has charge of the assembly programs for the year, is assigned to work with the club or other group which is responsible for the current program. The speech group helps the assembly committee

make up the assembly calendar at the beginning of the year.

About the day before the date of a particular program on the calendar, the member of the speech group contacts the faculty sponsor and sets the ball rolling.

During the week before the program, the speech student contacts the band if it is to play, checks with the principal's office, gets a program outline to advisers to print, gets a news article into the school and local paper, and keeps in constant touch with participating groups—seeing that the flag is available for presentation, the microphone in readiness, and all other things pertinent to a good program presented smoothly, within reasonable time, and to the greatest of enjoyment and/or benefit to the students.

FOOTBALL RALLY ASSEMBLY PROGRAM Pep Club and Band

A school in Ohio presented the following program, which was written by a member of the girls' pep club. After a skeleton of the program was completed, the girls convened to cast the parts. Girls who had ability to portray particular characteristics of the football players were chosen for the two teams. In addition, there were coaches, waterboys, managers, band members, officials, and an announcer.

The chief properties consisted of borrowed football uniforms and band instruments. Items of clothing and minor equipment other than uniforms were secured by the individual girls using them.

The program started with the announcer dressed in an old felt hat and a man's raincoat, acquainting the audience with the "players" and general setting for the game. When the referee's whistle blew, the game started with a tackle play, and ended abruptly with a pile of girls in football uniforms lying on the floor half stunned.

When they had composed themselves, they went through several more plays showing how it was hoped the rivals would fumble the ball. The score at the end of the half left the rivals in an embarrassed state, and the home team modestly walked off with all the honors.

During the intermission, the rival team's "pep" band made its appearance. The smallest girl in the group played the bass drum, and a similar girl played the tuba. The members of

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Believe! Evaluate!
EXAMINE! Utilize! TEST!
INVESTIGATE! ACT! ASSIMILATE!
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this band were not chosen for musical ability but occasionally they hit a harmonious note.

Needless to say, these girls "stole the show," because of the nonchalant and bedraggled manner in which they presented the visiting band. The home band, too, then made a big hit with their spirited entry playing the school song.

After the intermission, the game was finished with the rivals still scoreless and the coach of the rival team in such disgrace that he shot himself (with a cap gun). This climaxed the program. Whatever was lacking in the preparation for this program was made up by the enthusiasm of the participants.

"A FLOAT PARADE" Student Council

This program was presented by a high school in Illinois. Assemblies, how we love them! We like them especially at our high school where Friday assemblies offer everything from gay reviews and breath-taking dramas to float parades. Yes, that's right, float parades—miniature, of course.

The annual miniature float parade is held the afternoon before the biggest football game of the year. Each home room works wholeheartedly to invent a float which will win one of the three trophies presented on a basis of humor, beauty, originality, or "just wins."

The trophies are quite fittingly, miniature gold cups. No one really cares too much if his home room doesn't win a cup, however, for it's such fun to make the floats that the job would unquestionably be cheerfully done without thought of reward.

The tradition surrounding the event also lends added flavor to the occasion. For instance, no one can recall a time when a senior home room didn't win the trophy for the most beautiful float. This is such an honored tradition that each year the seniors try to outdo the senior class from the previous year.

After several weeks, during which time all home room doors are safely guarded and each student wears a look of confidence shadowed by only the merest thread of doubt, the fateful day arrives. The floats are lined up back of the curtain, in the best manner possible, for the great, the wonderful, the stupendous spectacle, as announced by the MC.

In place of a float in the usual sense of the word, some of the home rooms present their offering of a mock wedding, with the "King" of the home school as the groom; and Victory as the bride. Just as often there is a premature funeral complete with bier and mourners for the greatest rival or adversary.

Even though these are held in nearly every

float parade, they never seem monotonous, for such variety and originality are used that only a seasoned veteran at such affairs would ever notice the similarity.

Usually the most pressing problem confronting the actual makers of the floats is how to find a method of transporting their works of art across the stage in the most effective manner. Everything from wagons and baby carriages to bicycles and tricycles, grocery carts, and boxes on roller skates are put into use, in a fashion.

Sometimes the students get really desperate and use that age-old method of transportation—"Shank's Ponies." In their zeal, they have been known to get a little over-exuberant. For example, a live pig was once brought on the stage in an effort to depict a pigskin in the true sense of the word.

No matter how amateurish or involved some of the crepe paper festooned and beribboned floats may become, however, everyone has a great time—except, perhaps the judges, who have to choose the three best of all the wonderful and sometimes hilarious entries.

COLUMBUS DAY PROGRAM

Department of Social Studies

Special days are always good for assembly programs. Columbus Day is a particularly appropriate one to observe. This day lends itself admirably to the dramatization of historical events connected with the life of Columbus; and gives students an opportunity to write and present original playlets, pageants, and pantomimes depicting various phases of his life.

Following are some suggestions, topics, selections, and poems which furnish ideas and materials easily adapted for an assembly program. There are many, many others, of course.

Introduction—Why we observe October 12 as Columbus Day.

Reading—Christopher Columbus.

Talks—Why men seek the unknown. (Such men as Magellan, Captain Cook, Cortez, Peary, Amundsen, Byrd, and others may be used as illustrations.)

Original playlet—Written by history classes and based upon some of the phases of Columbus' life.

Poem—Sail On! Sail On! by Miller.

Sketch—Columbus at the Court of Spain.

Reading of articles written in modern newspaper style giving accounts of events connected with the discovery of America by Columbus.

Dramatization of important events in the life of Columbus: Columbus as a boy; Columbus before King John; Columbus at the Court of Spain; Columbus on his First Voyage; Landing at San Salvador; The Return to Spain.

Appropriate musical selections for the program may be chosen from the following: O Sole Mio; Santa Lucia; Italian Folk Songs; La Paloma; America the Beautiful; Columbia, the Gem of the Ocean; America; God Bless America.

BEHIND THE SCENES WITH OUR EDITORS

Department of Journalism

School journalism in its many phases is becoming more and more important as one of the basic school activities. Many schools give over one assembly program to the newspaper staff.

News Broadcasts—Loudspeaker outside curtain is used. News is presented in radio style and related to various activities and happenings and events in the school.

Scene I—The school newspaper staff at work.

Editors at their desks writing articles. Making up paper.

Signs on each desk.

Business manager at work on the books.

Advertising manager comes in with copy for the week's ads. He discusses with the business manager the problem of recording new ads that will illustrate the system of records used in keeping up with ads.

Reporters come in with copy for news, features, sports, articles, etc. Conversations indicate duties of the editors—copyreading, seeing that the articles get in, making assignments, etc.

Typists finish last articles and return them to editors for copyreading.

Scene II—Paper being distributed to subscribers.

This is in the office of the paper with circulation assistants folding papers and getting lists so that it can be distributed.

Circulation manager gives out lists and collects money.

Business manager records transactions.

Conclusion—Announcement of opening of subscription drive for the year. Circulation assistants go out in the audience to take subscriptions.

SADIE HAWKINS DAY

The following script for a Sadie Hawkins assembly program was written by a girl in a high school in Colorado. Using a cast made up of Sadie, Pa, Daisy Mae, Lil Abner, boys, girls, and Injun Joe, a great amount of variety and origi-

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nality can be put into this skit. And, it can be used most any time, depending upon the activities of the individual school.

Script

Narrator: Back in the hills of Dogpatch in the 1860's, there lived a mountain gal by the name of Sadie Hawkins. (Enter Sadie) Now this here gal was so hideous that all of the mountain boys refused to make love in her Dogpatch style, or any other style, for that matter. Even when she was just a child the little boys didn't steal her toys, point their fingers at her, or pull her hair.

Sadie: When I was born my Ma and Pa, they looked at me and they said "Oh Pshaw."

Narrator: One day, later, she said to her father—

Sadie: Pa, here I be cummin' on 23; and not hitched.

Narrator: Her pa replied comfortingly—

Pa: Don't you all get all het up. When I get some powder for m' gun, then I'll round yer up a man.

Narrator: Twenty years pass, and one day Sadie again repeated her plea—

Sadie: Pa, here I be cummin' up 43, and I

haint hitched up yet! Do ya wants to have me on yer hands for the rest of yer natural life?

Narrator: Spurred on by this horrible thot, he at once rounded up all the available bachelors in all Dogpatch, and gave them the rules of the chase.

Pa: Now men, the rules of this here chase is as follows: At the sound of the whistle, all ye poor unsuspectin' critters run fer yer lives; cuz whichever one of ya that ma poor inhuman lookin' datter catches, he has to marry up with her. Bein' as how nothin's none too good fer ma datter, we'll have one of Marryin' Sam's special super duper two dollar weddins'.

Narrator: The poor miserable Dogpatch boys lined up. Each fearing his fate, worse than death. At the sound of the whistle, the chase began! They ran to the right; they ran to the left! Some tried to hide—but at last Sadie got her man! And she dragged the wretched, squealing creature off over the hills to Marryin' Sam.

So started the first Sadie Hawkins Day; and so it has been from that day to this. Due to Sadie's kind and understanding father, there is one day of the year when we gals get to chase the men, and woe be it unto the one we catch.

News Notes and Comments

B. S. A. National Jamboree

The Fourth National Jamboree for Boy Scouts of America was held at Valley Forge, Pennsylvania, July 12 to 18. The Jamboree is a city of some 55,000 Scouts and Scouters under canvas with almost everything a regular city has. The Jamboree has its own police and fire departments, water works, hospitals, railroad stations, bus and truck lines, radio and television studios, newspaper, bank, post office, telephone exchange, supermarkets, theaters, and places of worship.

Almost a hundred special trains, hundreds of busses, and thousands of autos make the Jamboree one of the biggest peacetime movements of people in America. The government of this sprawling tent city is guided by the Scout Oath and Law and uses the patrol at its best. The camp is administered by teams of national, section, and troop Scouting leaders. Each troop had three days of pre-Jamboree camp training.

News from India State Councils

Some of the State Councils have now appointed full-time Child Welfare Organisers. These State Councils though primarily aim at co-ordinating child welfare activities in their respective areas, also take up direct work, wherever and whenever necessary.

Some of the present activities of the State Councils are: Maintenance of play-parks, organizing recreational activities for children, distribution of free-milk, running of nursery teachers' training centers and nursery schools, organizing children's libraries, and publishing journals on and about children and child welfare. Mention may be made here of "Devanampiya" a quarterly of the West Bengal State Council for Child Welfare.

The children of Delhi will have the benefit of a swimming pool which has recently been completed at Qudsia Garden. The pool will be open to all children subject to medical examination and the State Council will also run a children's club and reading room. A building to house the children's club and the reading room has also been completed and facilities for indoor games will soon be provided. A program of sight-seeing, film shows, inter-park sports, picnics, and visits to AIR Station, Parliament House, and Moghul Gardens, was arranged for the children attending various parks run by the Delhi State Council.

Meeting Is Held

A meeting of the Maryland State Press Adviser's Association was held in Baltimore during the last part of the school year, according to "The Maryland Scroll." An evaluation of the convention held at the University of Maryland in April was made. The convention was organized and promoted for junior and senior high school journalists in Maryland, the District of Columbia, and parts of Virginia. Writing tournaments were held for the students, among other things, and awards were made in the various fields.

Students Sponsor School Visits

The Student Council of Henry Clay High School, Lexington, under the student leadership of Scotty Helt, is sponsoring a weekly visit of community leaders to the school from 11:45 until 1:15. Each group is a guest for lunch and is conducted on a tour of the building by students.

Groups who have visited are: mayor, city commissioners, and city manager; members of school board; newspaper editors and radio station managers; presidents and educational chairmen of civic clubs; juvenile court personnel, judges, recreational leaders, etc.; college presidents.

The visits are particularly timely as they give the student leaders an opportunity to show the new addition to their school building. Comments from the guests indicate that they are impressed with the stability and attitude of the student body. They also express the feeling that a wise community investment has been made in the new classrooms and that they appreciate the opportunity of seeing it being used during the school day.—Kentucky School Journal

A Major Project

Ninety per cent of the sportsmen and conservation leaders who respond to a questionnaire circulated recently by Keep America Beautiful, Inc., advocate litter-control provisions in all State and Fish Game Laws. Eighty per cent recommend more rigid enforcement of litter-control laws and 70 per cent advocate penalizing the litterbug by revoking his hunting or fishing license for a specific period.

Based on the findings of this survey, the Conservation and Sportsman's Committee, in reporting to the KAB Advisory Council, recommend five points of specific action, including broadening of litter-control provisions in State Fish and

Game laws to cover all aspects of littering and pollution in back country used by hunters and fishermen.—KAB Newsletter, 99 Park Avenue, New York 16, New York

School Sponsors Many Activities

Central High School, Tulsa, Oklahoma, sponsors and promotes a very elaborate activities program. Competitive sports include football, basketball, baseball, track, golf, tennis, wrestling, and swimming. Their stage productions include three class plays, two speech arts plays, an operetta, and a variety show. The plays run two performances, the operetta three, and the variety show six performances each. Their weekly newspaper and yearbook have won prizes in state and national competition for many years. They have some thirty-five organizations covering wide interests and participation.

"Bossy" Will Tell You

The wind sock and other highly developed wind indicators have met their match in the cow, according to the California Aeronautics Commission. In its "Hints to Pilots," the Commission noted that cows always point their tails toward the wind.

"Just remember to land facing the cows," the Commission suggested, "and you are into the wind. When cows point in several directions, there is little or no wind."

The Commission failed to give landing instructions for use at airports in urban areas, where the cattle population is scarce or nonexistent.—Planes

Every Student in an Activity

Restrictions placed on admission into the school club program, that deny membership to any student or group of students, prevent the attainment of the objectives of a good club program. Participation, prompted by student interest, is the key to the success of the whole program. When even one pupil is denied the right to participate in any part of the program, the whole premise on which the program is justified is weakened.—Planning School Activities; Education Digest

Promote Music Survey

Instrumental music instruction has won almost universal acceptance as a basic phase of the educational program in American schools, according to a pioneer study recently completed by the American Music Conference. A booklet giving detailed summaries of the study of music in the public schools, with much of the information in tabular form, is available from the American Music Conference, 332 South Michigan Avenue, Chicago 4, Illinois.

Organize Unique Association

A Student-Parent-Teacher Association was organized in the Groveton High School (Alexandria, Virginia) even before the brand-new school opened its doors last fall. As its first project, the unit prepared an illustrated booklet and distributed it to all parents. Its sixteen pages included listings of faculty members, S.P.T.A. officers, and committee chairmen; descriptions of school curriculum and course offerings; and an outline of the unit's budget.—National Congress Bulletin

Up in the Air

Irving Gilman, 16-year-old drum major of the St. Joseph's Drum Corps of Batavia, New York, flipped his baton upward during a fire department carnival parade and got the surprise of his life. The metal baton remained up in the air, fused to a 5,000-volt power line suspended across the street. It caused a 90-minute blackout.—The Drum Major

What You Need

CLUB LEADERS' AIDS

Interest in dogs ranks high with boys and girls. In an average class, four out of ten children will have dogs of their own as family pets or helpers. In some communities, the proportion may be twice as high; in others, of course, the ratio will be below the national average.

Many pupils' out-of-school activities involve dogs—on farms, in towns and cities; in the Boy Scouts, Girl Scouts, Campfire Girls, 4-H Clubs, and Dog Clubs. In addition to being the most popular and satisfying of pets, dogs have colorful roles in current daily life as well as in history, literature, science, and art. They play prominent parts in the circus, movies, and television.

There is a wide variety of materials and resources available to the teacher who wishes to utilize and broaden his pupils' interest in dogs. There are pamphlets, magazines, books; films, filmstrips, and recordings; veterinarians, kennel, and obedience clubs, and humane societies.

The Gaines Dog Research Center has recently published three pamphlets or booklets—valuable aids for the promotion of clubs and individuals. The three publications are: "Suggestions for Teachers and Club Leaders on Activities Related to Dogs;" "Guide to Audio-Visual Aids About Dogs;" and "Guide to Literature About Dogs." Address the center at 250 Park Avenue, New York 17, New York.

How We Do It

AN EXPERIENCE IN GROUP LEARNING

"Yippee! We did it! I guess we showed 'em." So ran the sentiment among student council members at the completion of our first magazine sale at Washington Junior High School in Pontiac. Yes, they really had showed us—that the faith we put in students' initiative and drive is not fruitless.

The students were overjoyed, and probably not just a little proud of themselves too; for they had gone even farther than their own expectations.

Now, magazine sales in junior high schools are no new stunt. It has been recognized for many years that this activity offers a chance for school youngsters to learn some social skills, to learn good business policy, to earn some funds for their school to help make improvements, to learn to work together toward a common goal, and to have fun doing it.

Our junior high school had not previously given it a try. So when a representative of one of the well-known magazine circulation firms presented his talk to our principal and student council, it was with a bit of uncertainty and anxious anticipation that we agreed to give it a try.

The student council appointed from its membership a steering committee chaired by the President, whose job would be to coordinate the activities of all committees it chose to appoint. This committee met with the company representative and me (I was asked by the principal to help out), and the group immediately chose a prize committee to establish the prizes that would be offered to high salesmen and high home room sales.

The prize committee checked with the principal to ask his opinion and criticism of their work and then went about finding locations of Pontiac business firms for the purchase of these prizes at the most reasonable price.

Meanwhile, the steering committee notified the 21 home rooms to elect a sales captain and a sales co-captain for handling the business procedure in home room each morning. They held an instruction session with the captains and co-captains on the best procedures, as recommended by the sales representative from previous sales experiences in other schools. The steering committee also selected four individual students from the student body to handle publicity of daily sales records, and to do the job of checking

the money and order forms each morning as they came in from the home room captains.

One of the prizes was to be the choice of a trip to "Cinerama Holiday" in Detroit, or a trip to a Detroit Tiger baseball game—the prize in either case to go to the participating salesmen in the home room making the greatest sale, plus the high salesmen from the remainder of the school at large.

When the sale was over, and it became known who was eligible for the trip, the chairman of the prize committee met with the winners and on the basis of majority vote, helped the group to decide which trip to take. The baseball game was selected.

The prize committee then made the necessary telephone calls and did the necessary letter writing to arrange for tickets and bus transportation. Blanks were prepared and sent home gaining parental consent and making instructions to parents on the trip to the ball game. Chaperons were also selected by the prize committee. The trip to the ball game turned out to be an event remembered by all participating as real fun.

The steering committee saw the need of setting up a committee to handle publicity and arrangements for a dance—partly a prize for the members of the grade selling the most magazines, and partly a student council sponsored activity. Having chosen the dance committee, the steering committee had only to check with the chairman of the dance committee periodically as to progress. The dance turned out to be a big success, and everyone had the feeling that the dance committee had done a top-notch job.

When the sale was completed, the student body of the school enjoyed an assembly together, at which time the President of the student council introduced other students who made the presentation of prizes.

However, this did not complete the required work on the sale. The large task of re-checking, sorting, and tallying all order forms for the magazine firm report was yet undone. The steering committee, together with five selected students from the 9th grade did this job and seemed to accept it as though it were just a natural part of running a business—even though it was a meticulous and arduous task.

In my opinion, the remarkable part of this whole activity was the way in which 14- and 15-year-old youngsters took hold of a big business deal—one they had never done before—and with a bit of guidance, made a huge success of it

(\$1400 worth of success). Furthermore, in my opinion, the skills these youngsters learned in working together toward a common goal will stick with them far longer than in learning them second-handed from a textbook.—Roger D. Gunn, Washington Junior High School, Pontiac, Michigan

"PLANTING GRASS," A CLASS PROJECT

The fourth grade pupils at the Lincoln School were taken for afternoon walks about the school in the spring of the year. As we walked, we talked about what we could do to make our school more beautiful. One little girl said, "Let's plant some grass." So this became our project.

After much discussion the group decided to bring one penny each (with teacher supplementing). A "treasurer" was voted in office to collect the pennies, which were kept in the teacher's desk. The teacher recorded each name on a large chart. This took approximately three days.

All the children contributed, so great was their enthusiasm. Then the teacher purchased the seeds, and furnished the hoe and the rake.

The boys in the class acted as clean-up squad. This group picked up the paper and trash covering the area to be seeded. The teacher began breaking up the soil, but after a few minutes, there was the cry, "Let me do it, Miss Jones."

So the boys (and some of the girls) after two afternoons, had the space dug up. Then the raking began—with the accompanying breaking up of the dirt. Some of the children broke up the earth with their hands, for the interest was so high there was not time to wait "his turn" for the rake.

Finally, the "day for planting" came. We had purchased enough seeds so that all thirty-five children had an opportunity to dip into the bag and broadcast a few seeds.

We watered the soil every other day, and were fortunate enough to get rain one week end. In the interim, the children had placed in the middle of the "lawn" a sign, written in manuscript, reading, "PLEASE HELP US GROW. KEEP OFF."

One bright little boy suggested that we put up a fence to keep the "big people" off. So the

children brought odd strings and small sticks from home and a fence was constructed.

In approximately three weeks the grass began to peep up. And the children were thrilled. Each morning and noon-time, some child brought in a spontaneous "report" on the growing grass. The children nurtured the grass until school closed.

The principal and some of the other teachers came in to the class to extend congratulations and commend the group. The children enjoyed the project and through teacher supervision, it was an excellent learning experience.—Minnie Adams, 4024 Pasadena, Detroit, Michigan

BULLETIN BOARDS CAN BE FUNCTIONAL

Bulletin boards had always been a problem in my home room. My aim was to make them attractive and interesting. It seemed that the bulletin boards were a "flop." The children noticed them but rarely was there any comment or real interest shown. I became discouraged and the presentations on the board began to deteriorate. Even I had lost interest.

One morning I shook myself mentally and decided to do something about it. But what? Fortunately, I decided to take the problem to the correct place—to the children of the room. It was during our morning conference period. I quickly discovered my error. The children considered the bulletin board as something I put up at regular intervals. It was *mine*.

I asked the class for suggestions for improving our bulletin boards. They came slowly at first. I kept asking, trying first one tack and then another just to arouse interest. After we had a number of suggestions, I asked for volunteers to serve on a Bulletin Board Committee. About seven class members responded.

I met with these seven during the regular class period and gave them the list of class suggestions for improving the bulletin board. It was suggested that the committee consider these proposals and perhaps add some if they wished. The committee was given opportunity to meet during class time.

The next morning during our conference the committee took over. They hadn't materially changed the original list of suggestions. There was some discussion and a class member said that he thought bulletin boards required the efforts of people who were adept artists. The committee agreed. The next step was to name the leading artists in the class. These students agreed to serve on the committee.

The committee was growing and so was the interest. I saw that the committee might get too large and unwieldy but at that stage I thought

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that I shouldn't let anyone become discouraged and so tried to involve as many as possible in this activity.

I met with the committee later that morning and offered any advice or help they needed. I attempted to crystallize their thoughts and help them put their suggestions into jobs which individual members could do. We tried to decide who was best qualified to do a particular job. One member said that there was another classmate who cut letters well. He said that it would be a good idea to ask that person to help. That meeting ended after each person on the committee had chosen or been assigned a job by the other members.

In our next class conference I brought up the subject of the committee chairman. We discussed the duties of the chairman and nominations were opened. An election followed and we had a chairman. Next a calendar was produced and it was explained to the class that we had to select a bulletin board schedule to facilitate the work of our committee. A discussion of coming events followed. The seasons, holidays, school projects, and community projects were discussed, and a bulletin board calendar made by the class. This was given to the chairman.

I met with the chairman of the committee and offered my help and told him to consider the talent he had at his disposal in posting the bulletin boards. The first effort was rather primitive, but it had more interest than my "artist" work.

The help of the art teacher was secured on the next board. She helped immeasurably. The entire class was put to work on the project and she conferred with the committee all along the way. The result was a real class bulletin with real motivation and interest.

After these two efforts, the committee members had the experience and confidence they formerly lacked. Other students in the class and teachers were asked to help and this cooperation served to insure the success of the project.

The Bulletin Board Committee is a vital part of our room and all the students are anxious to help. New material is brought in by the class members and the committee has a problem to use it all. What formerly was my chore is now a learning device for the class.—Gus A. Gelman, Duffield School, Detroit, Michigan

STUDENT CLUB STAGES SCHOOL PLAYS

One of the most active groups among the numerous student activities in the Walled Lake Junior High School is the dramatic group. They call themselves the Atwas Club—Atwas coming

from Shakespeare's famous line, "All the world's a stage." Students from all three grades, seven, eight, and nine make up its members.

Each school year the club produces two full-length shows and one assembly program. The membership is restricted to twenty-five of thirty students, because of the transportation problem that always exists in a consolidated school district and the difficulty of working in a creative effort with a large number.

Last spring this ambitious group of students selected and presented the three-act comedy drama, *Polly of the Circus* (Publishers: Longman, Green; New York), an ambitious undertaking for the limited physical facilities available for the production.

A group of three students volunteers for the job of reading scripts as a preliminary to the final selection. This group narrows its selection to three choices. Then with their choices, they go before the entire membership and present a description of the characters with a brief annotation on the plot.

It is the task finally of the entire club to make the final choice. The sponsors intervene only to point out the special difficulties that each production may present. This group is usually ambitious and is challenged by new staging or production problems.

After the selection has been made the job of casting begins. Casting is done by try-outs. Each member may try-out for as many different roles as he may choose. Many times he makes a first, second, and third choice. The try-outs are recorded on tape and replayed many times for a committee composed of the club officers, a representative at large, and the sponsors.

The sponsors never assume the role of dictator. They often try to point out fallacies of judgment and guide the students into more mature thinking. This method has been used for the past three years with success. The writer feels quite sure that the audience can attest to the fact that quality has not been abandoned.

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The Continental Press, Inc.

Elizabethtown, Pennsylvania

Those who advocate the casting of the most capable person in each role many times fail to make allowance for the person who is willing to work hard to measure up to the standard that has been set for him by his peers. Students know their classmates and can many times make better decisions than adults who know them only casually.

After casting has been done, other jobs are assigned. All members are given a responsibility in the production. There is much to do, so no one is shoved aside with an insignificant assignment. These assignments are based on the willingness of the children to perform. They may choose to work behind the scenes or with publicity, selling, or advertising.

Many of the committee assignments are correlated with regular class work. This way the production becomes a school affair. **Polly of the Circus** was staged in the "1910" period. Costuming could have been a major problem. The responsibility was given to one student who in turn worked with the sewing classes building the costumes.

The costume mistress did little actual sewing beyond repairs after dress rehearsals, but she rather served in an advisory capacity. This was done by submitting sketches to the sewing department, purchasing the fabrics, and collecting original clothes for alterations or restoration. She became qualified for the job by reading thoroughly on the dress and habits of the period.

The art classes made the posters for advertising the show. This also was handled through the student in charge of advertising. The club representative was responsible for designing the format and choosing colors. Most of the actual work was accomplished by the art classes though the student did help some. This same procedure was followed in making covers for the program.

In staging a show there is usually much build-

ing to be done. This is where the woodworking shop takes over. They built a set of stairs with nine risers, a bay window with window seat, and refinished some old furniture that was given to the school for the show. This was under the supervision of the student stage manager who also supplied the drawings and sketches for the props that were to be constructed.

By using this method the entire school becomes a part of a club endeavor. This by no means gives a full picture of what these children did. They were present for rehearsal three nights a week for nine weeks. In addition, some of them worked as many as four Saturdays and numerous afternoons getting the stage in readiness.

Their show had two complete sets. One was an interior, the other, a circus lot. Even the stagehands had to practice so they could change the scenes and be ready for the show to go within five minutes.

This was truly a student activity. It belonged to them entirely—from the choosing and planning stage to the final curtain call. They learned the fundamentals of acting and staging but the responsibility they developed, the ingenuity they showed overcoming some of the problems, the good fellowship and group pride it engendered was a far more valuable experience for them.—John Williams, Walled Lake Junior High School, Walled Lake, Michigan

Comedy Cues

Voice of Experience

"I'm sorry my car bumped you," the lady driver said. "But you should take more care when you are walking. I am an experienced driver. I have been driving a car for ten years."

"Well," replied the victim, "I'm not a novice myself. I've been walking for fifty-five years."—Ex.

Cautious

Forced to be a witness against a friend charged with larceny yet unwilling to call his friend a thief, Ol' Mose said:

"I wouldn't say he's an out-an-out thief, but if I wuz a chicken an' I saw him loafin' around, I'd sure roost high."—Ex.

Walking or Flying

Motorist: How far is it to the nearest town?
Native: Nigh on to five miles as the crow flies.

Motorist: Well, how far is it if a crow has to walk and carry an empty gasoline can?—Ex.

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